

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

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THIS NUMBER.



ST. JOSEPH'S MONTH

O, holy St. Joseph! in thee we confide,
Be thou our protector, our father, our guide;
The flowers of our innocent childhood we twine
In a fragrant white garland of love at thy shrine.
St. Joseph, who guided the Child on His way,
O, guide us and guard us and bless us, we pray!

II.

Long ago didst thou teach the Lord Jesus to speak,
And thine arms were His strength when His footsteps
were weak;

So lend us thy help in the days of our youth
So teach us to walk in the pathway of truth!
St. Joseph, Christ's early protector and stay,
Protect us and save us from evil, we pray!

III.

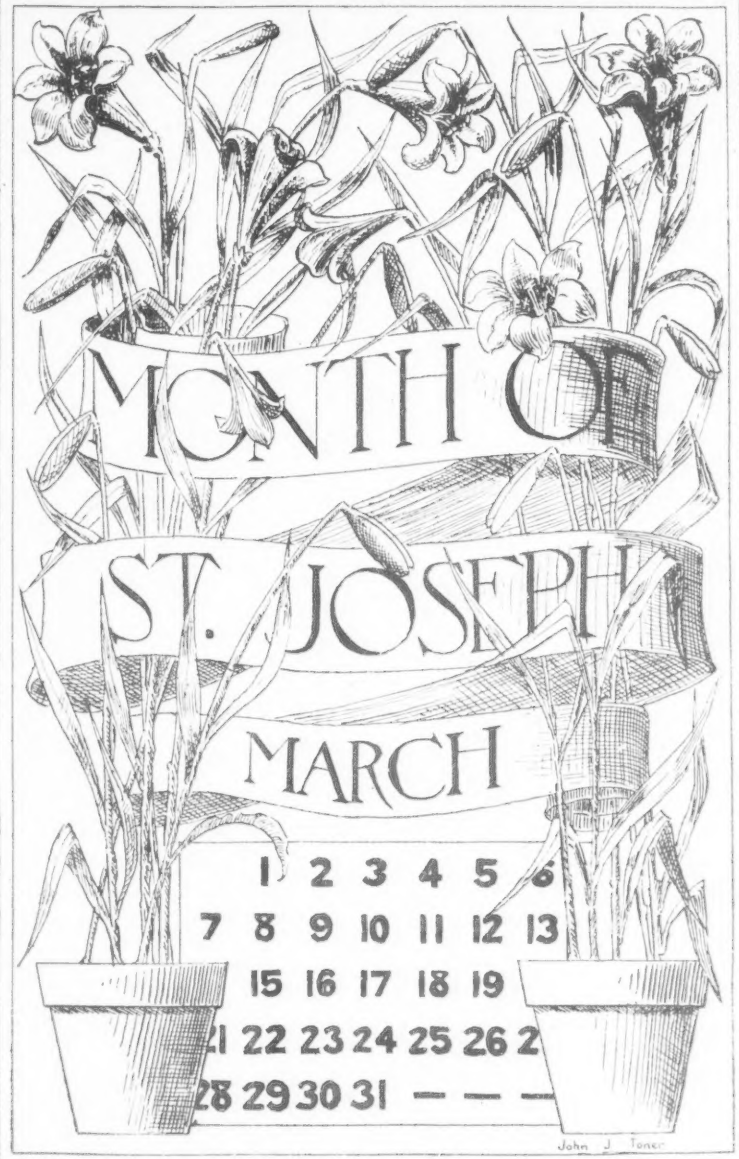
God saw thee so lowly, so constant, so mild,
And He gave to thy keeping the Mother and Child—
With the poor little hut could no palace compare
When Jesus and Mary and Joseph were there!
Thy glory the angels flew earthward to see,
For the Lord of the heavens was subject to thee!

IV.

When the years glowing o'er us shall smoulder away,
When their ashes, down-dripping, shall crown us with
gray,

Still loyal and true may we keep to our vow
To honor our saint as we honor him now!
St. Joseph, who guided the Child on His way,
O, guide us at last to His presence, we pray!

H. W.



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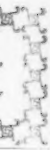
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A strong religious fervor should prevail among Catholic school children during the present month. Not only are we in the midst of the penitential season of Lent, but March being dedicated to St. Joseph, the special patron of Christian youth, should cause all to pray daily to the foster-father of Christ for spiritual assistance. We desire to urge upon our readers, as appropriate to the month, the teaching of devotion to St. Joseph. In furtherance of this we are presenting on another page an outline by Rev. J. T. Roche of a little talk to the class on St. Joseph as a model for Christian youth. Teachers may adapt and expand the thoughts there given to suit their needs. The special prayer to St. Joseph, which Father Roche appends, should be incorporated in the class prayers at the beginning and end of each day's session throughout the month.

St. Patrick's Day, March 17th, will be observed in some manner by many of our schools. The lives of great men who have profoundly affected the destinies of mankind have come to be studied to an ever growing extent in the supplementary work of schools. So, why not the life of St. Patrick? As Father Cassilly, S. J., writes: "History enshrines the memory of many great men, but it tells of none who have led purer lives, devoted themselves with more unselfish and heroic labors to the uplifting of their fellowman, or accomplished more for the spread of civilization, than St. Patrick. Could, then, a better subject be chosen to imbue the young with noble thoughts and ideals?"

It is very probable that St. Patrick was born at Old-Kilpatrick, between Alcluaid, now called Dumbarton, and Glasgow, Scotland, about 387. He was of illustrious Celtic descent. While yet a boy he was taken as a captive to Ireland and held there for six years. Upon obtaining his freedom he studied for the priesthood at the schools of St. Martin at Tours, and also at Lerins. He went to Rome to obtain the consent of Pope Celestine I to carry the Gospel to Ireland and received from his episcopal consecration. His missionary success is without parallel in the history of the Church.

All mid-year promotions and changes have been made by this time and your classes are now arranged for the rest of this year. The pupils that you now have will remain in your room till promotion in June, if you are able to hold them. Good or bad, deficient or well trained, they are yours to make what you can of during these three months. There is some back work that your pupils are not master of. When you come to this, your first duty is to bring them up to it, or review it in such a way as to give all a chance to recall it. This may be done without running off into a grind that will weary all concerned. It is rare to find a class able to parrot off without hesitation the vast mass of information that has already been taught.

"Interesting" the pupil:—Much is said at the present time about the need of interesting the pupil in his work. This idea has been carried much too far in some directions. It rightly holds a large place in the early primary years of a child's life, but rapidly takes a smaller place in grammar and high school work. When a boy has reached an age when he can think and see for himself that he goes to school, or, rather, the purpose of his school going should be, to gain a greater power of mind, and a wider knowledge of truth, there should be less call for the teacher to "interest" him or to explain everything to him. When he

enters what is called his "life work" his employer does not spend much time in trying to make his work "interesting" or in giving very many explanations. He wants a boy or a man with enough manhood in him to tackle a hard problem and stick to it until conquered. There is a sad lack of that courage in most pupils, many of whom are perfectly willing to "ask teacher" rather than spend a few more minutes in doing what is for their own welfare. Most of us have many tasks not at all "interesting," and we all need to learn as early as possible to be self-reliant.

The utility of reviews:—As to the frequency and regularity of reviews, there is room for great difference of opinion. Many teachers prefer a weekly, while others advocate a monthly, review. There seems to be no good reason really why a slight review should not take place daily. Every day's acquisition of knowledge should be so clear in the mind of the learner that he need not fear to be questioned on the day or the week following. Unquestionably, the most valuable reviews are those which are held daily, though to these it may be well to add the weekly review, in which only the essential and most important part of the week's work should be discussed or examined.

There need be no formal method of conducting these reviews, apart from the ordinary method of questioning, though the teacher should always hold himself in readiness to correct any errors he may detect or answer any question that may be asked on points not fully or clearly comprehended by the pupils.

De LaSalle's cautions to teachers:—Among the many defects against which St. LaSalle warns his brothers may be cited the few following: (1) Sacrificing instructions, properly so called, to pious exhortations, the latter being introduced only incidentally, and led up to by the lesson or by some appropriate event. (2) Falling into the opposite defect, i. e., addressing one's self continually to the intellect of the children and neglecting to train the heart and its affections. (3) Devoting too much time to discoursing and not enough to questioning, thus turning it into a sermon instead of a catechism lesson. (4) Not bringing one's self within the reach of the children's understanding. Making use of abstract or scientific terms instead of simple, intelligible and concrete expressions, especially with young children. And St. LaSalle warns against the most serious of all faults, that of daring to attempt a lesson in religious instruction without sufficient and immediate preparation.

The right place for drill:—Habit gains strength by repetition of the act. Penmanship is a habit of the hand, and so are knitting and sewing. As the habit is perfected we become less and less conscious of the act and finally do it unconsciously. This is a very important principle in education. Mechanical processes, like speaking, writing, spelling, etc., must be made mechanical. Here is the right place for mechanical teaching by means of drill. These processes should be made almost wholly unconscious in children. It is practice, not learning the rules, that accomplishes the result. These processes should be made reflexes; as the spinal cord is the organ for reflex action, we might almost say that spelling ought to be made a function of the spinal cord, like knitting and sewing. A child has not been properly taught to spell a word if he can spell it only when he watches the spelling; he ought to be able to spell it correctly unconsciously. All mental energy spent in watching one's spelling, punctuation, pronunciation, etc., is wasted. If the schools will train children to speak, write and spell almost entirely without conscious thought of these processes, they will set free mental energy for purposes of thinking, which is equivalent to "furnishing brains" to pupils.

The Catholic School Journal

"The teaching is excellent, the discipline so good as to be nearly invisible, and the head master a man of strength and ability, one of the rare men from whose life you could not conceive religion detached. One great problem of teaching the head has been solved; he knows the necessity of sympathy between the boy and the teacher, and he secures it." George C. Edwards, in *The Educational Review*, writes this description of the best boarding school he has ever seen. That is a right criterion of discipline. It should not be in evidence—so good as rarely to appear. Then there is here an involuntary tribute to a high type of character—one from whose life you could not conceive religion a thing apart.

In teaching, the best way is the easiest. The bungling apprentice sweats and strains and groans, where the skilled workman accomplishes results with facile ease. You who are so given to fretting and scolding, look to your own lack of power and intellect for the real defect. Other ways and wiser methods will bring results. Perhaps you have yet to know the wonderful power of conciliation and adroit commendation. Make a part of your daily examination of conscience the questions: Have I been fretful and impatient? Have I been wisely helpful in my methods, and wherein can I improve for tomorrow?

A sculptor friend of Michael Angelo visited his studio after an interval of a month to view the progress of a statue then nearing completion. He looked it over and asked what had been done since his last visit. "Oh," said the great sculptor, "I have changed the expression of the lips, corrected the outline curves of the shoulders, and altered the lines of the nostrils slightly." "But," said the visitor, "these are the merest trifles." "True," said Michael Angelo, "but do not forget that trifles make perfection, and perfection is no trifle."

MARCH—MONTH OF ST. JOSEPH. A TALK TO THE CLASS AND DAILY PRAYER.

(By Rev. J. T. Roche, Nebraska City, Neb.)

From his earliest youth St. Joseph was a model of sanctity and holiness. The one purpose of his life, following the strong impulse of the grace within him, was to know God and love Him. "Thou shalt love the Lord thy God with thy whole heart, and thy whole soul," said the first and greatest prophet of his race. The heart of St. Joseph was a well-spring of love, and that love found its expression in the exercise of all the virtues of his state. Meekness, mildness, charity, patience, benignity and all the fruits and adornments of charity were found in him in the fullness of perfection.

Let us pay our homages of love and veneration to the life of fidelity that merited so glorious a reward. Let us felicitate him on the blessed privilege of being deemed worthy to become the spouse of Mary and the guardian of Jesus. Let us unite in honoring him, whom God has so much honored, and let us join in spirit with all fervent souls who this month follow the same holy devotions.

Boys, here is a model upon which to form your youth; here is one who sympathizes with you in all your temptations. Here is a powerful advocate with Christ, who will obtain for you the graces of which you stand in need.

Girls, here is one who was deemed worthy to be made the guardian of the purity of Mary. Fear not, but put your purity under his protection. He will guard you, and guide you and keep your hearts undefiled in the midst of a sinful and sensual world.

You have precious graces at hand that will enable you to sanctify your youth. You have the means of grace—prayer and the holy sacraments. Have recourse to these and be faithful to the graces they impart, as St. Joseph was to the graces he received from God. Beg St. Joseph to give you a love for the sacraments of Penance and Holy Eucharist.

Daily Prayer for the Month.

Remember, O most pure spouse of the ever blessed Virgin Mary, my sweet protector, St. Joseph, that no one ever had recourse to thy protection or implored thy aid, without obtaining relief. Confiding, therefore, in thy goodness, I come before thee and humbly supplicate thee. O despise not my petitions, foster-father of the Redeemer,

but graciously hear and receive them. Amen.

Pray for Christian youth.

Our Father—Hail Mary—Glory be to the Father.

St. Joseph, model of Christian youth, pray for us.

ON BEING TOO SERIOUS.

By S. Y. Gillan.

We once heard of a preacher who contended that in modern times there are no wise men, nor can any ever hope to be wise. His "authority" was Job's reply to his comforters. "No doubt but ye are the people and wisdom shall die with you."

Literal mindedness is a sure index of mediocrity. A person of dull intellect has little appreciation of humor in any of its shades or forms—an imbecile has none. The converse of this statement is generally though not universally true. Occasionally we find a man of undoubted intellectual force who seems at all times to take the world and himself seriously, whose countenance is always as stolid as that of a horse, and whose intellectual activity appears never to deviate from the two-and-two-are-four type. But such instances are rare. Usually lack of ability to appreciate humor is coincident with sluggish cerebration and dullness of wit.

Pud'nhead Wilson wished he owned a half interest in a certain noisy dog so that he might shoot his half. The mush-heads who heard the remark took it literally, and discussed it with the utmost gravity. "What use would a man have for half a dawg?" "And a dead half dawg at that, for he said he would shoot it!" "If he killed one-half, the other half would die too and so the other feller 'd have a case agin' 'im fer damage," etc.

David Starr Jordan once wrote a delightful bit of satire for *Appleton's Popular Science Monthly*, in which he gave an account of a psychic or astral society of some sort, a member of which had invented a piece of apparatus for recording on a sensitized plate the mental product of a person who should stand in front of the machine and think hard for a few minutes. Each member in turn took position and "thought cat" for a little while, and the plate revealed a composite of all these individual notions—a picture of the "general concept," cat. The artist had produced a remarkably ingenious picture which accompanied the article, showing cats by the dozen in various positions, colors and sizes mingled in one ridiculous, shadowy tangle. Near the center of this fake photograph was a mysterious little black spot which the members of the society could not account for, but the theory was advanced that as a real cat was present in the room when the plate was exposed to the physisc impress communicated by those present, the little spot was probably the record of the cat's notion of man.

JOB 87555—GALLEY THREE—EWN

The article was a most artistic piece of humorous writing, rich in sarcasm directed toward a certain class of physio-psychic philosophers; but the funniest part was the sequel. So many "scientists"—of the literal-minded sort—took the matter seriously and wrote concerning it to approve or refute the doctrine or for more light on the wonderful discovery, that the publishers, in order to stop the avalanche of correspondence (which must have been unbearably dull, coming as it did from people who could not see the point to a brilliantly conceived joke) found it necessary to publish a few months later a statement that Dr. Jordan's article was not intended to be taken seriously.

Can teachers do anything to counteract the tendency to intellectual lethargy induced by literal-mindedness, and to leaven the prosy intellectual dullness by cultivating a taste and appreciation for the poetic, the fanciful, the humorous, the imaginative, the figurative in speech and action? Would a freer use of games, curiosities, plays, poems and stories that appeal to the imagination, help this end? The greater part of school work must of course be serious and earnest; but is it not just possible that teachers are inclined too much to suppress the laughter element in the life of the child?

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Use of Biblical Texts in Teaching Christian Doctrine

By "Leslie Stanton"—A Religious Teacher.

IT IS unnecessary to dwell here upon the importance, utility and necessity of Biblical study in the catechism class. This publication is for Catholic teachers, and Catholic teachers are well convinced of the advantages to be derived from familiarity with the written word of God. True it is, opponents of Catholicism do not so much as formerly base their attacks upon a pile of Biblical texts; but it is also true that from a judicious and well-directed study of the Scripture the Catholic child of today will be the better fitted, when the hour of conflict comes, to give a reason for the faith that is in him. Nor is this all. Familiarity with certain portions of the sacred text makes the child intimate with the noblest, holiest and most elevated poetry the world have every known and introduces him to great and sublime thoughts clothed in words nobler than which human lips have never uttered and human hand has never penned.

Of course, it is both impracticable and undesirable for the child to read the Bible through. That would be a colossal task and, to a large extent, an unprofitable one. Many chapters of Holy Writ are not suited to the untrained, impressionable mind of youth, and the perusal of them by those whose faculties are not matured is always of no real benefit and frequently fraught with danger. There are several ways, however, by which a knowledge of Holy Scripture may be imparted to the children, the chief of which are (1) the study of Biblical texts; (2) the employment of Biblical episodes in the form of narration and description.

It is with the study of Biblical texts that the present paper deals. These texts, when judiciously selected, will prove of great value in impressing the truth of faith on the understanding of the children, in implanting the principles of the moral law in their hearts and in filling their minds with pure and beautiful images.

One of the most effective ways to introduce Biblical texts is to use them as side-lights on the catechism lesson. All the doctrines of Catholic belief and the sum total of Catholic moral teaching find their sanction in the inspired books. The Bible is not, of course, the sole basis of Catholic dogma and morality; but its authority in matters of faith and practice is too great to be ignored. Besides, the use of Biblical texts serves to impress deeply and permanently on the mind of the child the outlines of Catholic belief contained in the little catechism. The correlation and interdependence existing between the catechism text and the Biblical text at once becomes apparent and the matter of belief or the phase of duty appeals to the mind with more than ordinary force and clearness.

In order to illustrate what kinds of Biblical texts may be employed in conjunction with catechetical instruction, we here subjoin a number of passages referring to subjects commonly treated of in the catechism class:

Charity Toward One's Neighbor.

Thou shalt love thy neighbor as thyself. (Matt. xxii. 39.)

This is my commandment, that you love one another as I have loved you. (John xv. 12.)

If any man say, I love God, and hateth his brother, he is a liar. For he that loveth not his brother whom he seeth, how can he love God, whom he seeth not? (I. John iv. 20.)

He that loveth his neighbor hath fulfilled the law. (Rom. xiii. 8.)

They had but one heart and one soul. (Acts iv. 32.)

Behold how good and how pleasant it is for brethren to dwell together in unity. (Ps. cxxxii. 1.)

The Fourth Commandment.

And he that honoreth his mother is as one that layeth up a treasure. He that honoreth his father shall have joy in his own children, and in the day of his prayer he shall be heard. (Ecclus. iii. 5.)

Honor thy father in work, and word, and in all patience, that a blessing may come upon thee from him, and his blessing may remain in the latter end. (Ecclus. iii. 10.)

He that curseth his father and mother, his lamp shall be put out in the midst of darkness. (Prov. xx. 20.)

Rise up before the hoary head and honor the person of

the aged man. (Levit. xix. 32.)

Cursed be he that honoreth not his father and his mother. (Deut. xxvii. 16.)

Let every soul be subject to higher powers, for there is no power but from God. (Rom. xiii. 1.)

Children, obey your parents in all things, for this is well pleasing to the Lord. (Coloss. iii. 20.)

Prayer.

To Thee, O Lord, have I lifted up my soul. (Ps. xxix. 1.)

The Lord is nigh unto all that call upon Him in truth, in the sincerity of their heart. (Ps. cxliv. 18.)

Let my prayer ascend as an incense in Thy sight. (Ps. cxi. 2.)

Blessed is the man who, placing his affection in the law of the Lord, meditates on it day and night. He shall be like a tree which is planted near the running waters which shall bring forth its fruit in due season. (Ps. i. 1, 2.)

These people honor Me with their lips, but their heart is far from Me. (Is. xxix. 13.)

With desolation is the land made desolate, because there is no one that considereth in his heart. (Jerem. vii. 11.)

Watch and pray that ye enter not into temptation. (Matt. xxix. 41.)

Lord, teach us to pray. (Luke xi. 1.)

Hitherto, you have not asked anything in my name. Ask and receive, that your joy may be full. (John xvi. 24.)

The Seven Sacraments.

Baptism.—Going therefore teach ye all nations: baptizing them in the name of the Father and of the Son and of the Holy Ghost. (Matt. xxviii. 19.)

Confirmation.—Then they (St. Peter and St. John) laid their hands upon them and they received the Holy Ghost. (Acts vii. 17.)

Holy Eucharist.—And whilst they were at supper, Jesus took bread, and blessed and broke; and gave to His disciples, and said: Take ye and eat: this is My Body. (Matt. xxvi. 26.)

Penance.—Receive ye the Holy Ghost: whose sins you shall forgive, they are forgiven them: and whose sins you shall retain, they are retained. (John xx. 22, 23.)

Extreme Unction.—Is any man sick among you? Let him bring in the priests of the Church, and let them pray over him, anointing him with oil in the name of the Lord. And the prayer of faith shall save the sick man: and the Lord shall raise him up: and if he be in sins, they shall be forgiven him. (James v. 14, 15.)

Holy Orders.—Do this for a commemoration of Me. (Luke xxii. 19.)

Matrimony.—What therefore God hath joined together, let no man put asunder. (Matt. xix. 6.)

The Most Blessed Virgin.

And there appeared a great wonder in Heaven, a woman clothed with the sun. (Apoc. xii. 1.)

All generations shall call me blessed. (Luke i. 48.)

My mother, ask; for I must not turn away thy face. (I. Kings ii. 20.)

Behold thy mother. (John xix. 27.)

I am the mother of holy hope. (Eccles. xxiv. 24.)

Blessed art thou, O daughter, by the Lord, the Most High God. (Judith viii. 23.)

The Most High hath sanctified His Own tabernacle. (Ps. xlv. 5.)

This list of texts is not, of course, in any sense exhaustive. It is given here merely to indicate what kind of quotations may be fittingly chosen as side-lights on the catechetical instruction. The better to call the children's attention to them, the texts selected might be written on the blackboard, or, as is the custom in some places where a printing press is among the accessories of the school, given to the pupils on printed slips. The children should be required to repeat each text several times both to familiarize themselves with the language and to grasp the literal and figurative sense of the words. They should also be encouraged, though ordinarily not obliged, to learn the text by rote. This they will readily do, and thereby drink at the fountain from which the truth of God and His infinite wisdom and beauty flow in refreshing and ever-widening streams.

HOLY SACRIFICE OF THE MASS.

BENEDICTION, VESPERS, COMPLINE.

By Winifride Wray.

[Simple instructions on church services, to be read to primary classes. As the children attend church services more often during Lent than at other times, the following explanation is timely. Pause occasionally during the reading and ask questions, to see that the children fully understand.]

THE Holy Sacrifice of the Mass means the offering up of Our Lord's body and blood upon the altar for us. You remember that at the Last Supper Jesus took the bread and blessed it, and said:

"This is My body." Then afterwards He took some wine in a chalice, or cup, and said:

"This is My blood," and the bread and wine were changed into His body and blood. Then He said to His apostles, "Do this in remembrance of Me," and ever since that time at every Mass that is said the priest does what Our Lord did, and changes the bread and wine into the body and blood of Jesus Christ.

The Blessed Sacrament is not a sacrament only, it is also a sacrifice. It is a sacrament which we receive as the food of our soul; it is a sacrifice when it is offered up for us on the altar. Our Lord made Himself our Brother and the Head or Chief among men, so that He might offer Himself up to God as a sacrifice for our sins, which He took upon Himself.

The first part of the Mass is only the preparation for the sacrifice. The priest confesses his sins in the sight of God, prays for forgiveness, says many prayers, and reads the Epistle and Gospel, which change every day.

After the Gospel the priest puts the wine and water into the chalice, and offers them and the Host to God, and we should join our intention to his. Every Mass is offered up for these four great intentions.

The Intentions of the Mass.

1. For God's honor and glory.
2. In memory of the Passion and death of Christ.
3. In thanksgiving for all the blessings we have received.
4. To obtain the forgiveness of our sins, and all the means which are necessary to our salvation.

We may also offer up the Mass for what we want ourselves, for our own friends, for the souls in purgatory, or anything else we like that belongs to God's service.

After the Offertory, as it is called, comes the Preface, when we ask all the saints and angels to join us in praising God. At the end of the Preface the bell rings three times, and the priest says: "Holy, holy, holy, Lord God of Hosts!"

At the Consecration, when the priest says the words, "This is My body," the bread is changed into the body of Our Lord. When he takes the chalice and says, "This is My blood," the wine is changed into the blood of Christ.

The body and blood of Our Lord cannot now be separated or divided, so that they are both contained under the appearance of bread, and both under the appearance of wine. The Church shows them to us on the altar as if they were separate, to remind us that on Mount Calvary Our Lord's body and blood were really separated, when He shed all His blood and died for us.

So, after the Consecration, or after the Elevation, when the priest raises or elevates first the consecrated Host, and then the chalice with the precious blood, that we may see and adore them, Our Lord is truly present on the altar, looking at us and hearing us speak to Him, as truly as when He listened and spoke to the people in Jerusalem and the towns where He preached, so you see how reverent and respectful we ought to be at Mass.

At the Communion the bell rings three times, when the priest strikes his breast and says three times these words:

"Lord, I am not worthy that Thou shouldst enter under my roof; say but the word and my soul shall be healed:

After that the priest gives himself holy communion, and if there are any people going to receive communion, they go up to the altar rails.

The part of the Mass that comes after that is the thanksgiving for the great sacrifice which was made when Our Lord came upon the altar to be the food of the priest and of the people in holy communion.

The Sacredness of the Tabernacle.

When the Mass is over, Our Lord still remains on the altar, when the Blessed Sacrament is kept in the tabernacle. He said to us: "Behold, I am with you all days, even to the end of the world." And He keeps His promise by being always in the tabernacle. The tabernacle is the kind of box which is in the middle of the altar, and is generally covered by curtains.

Jesus is the Good Shepherd, and we are His sheep, and the tabernacle is the place where He lives that He may be near to us, and that we may always know where to find Him.

Our Lord likes to be always there, so that if any one is ill He can be carried to the house, to give Himself to the poor sick person, to feed his soul and comfort him, and be with him if he is going to die.

When Our Lord gives Himself in communion to a person who is very ill, we call it "Viaticum," which means "On the way with Thee," that is, Jesus, who died for us and knows how sad and painful death is, will be with us at this time to help us to die well and to give us strength and courage.

When you go into the Church and see the lamp burning in the sanctuary, you know that Jesus is there, for the lamp always burns when the Blessed Sacrament is in the tabernacle.

When we pass in front of the altar, we should always kneel down on one knee; but if the Blessed Sacrament is exposed on the altar, that means, is out of the tabernacle for Benediction, or because the Holy Communion is being given, we should kneel down on both knees.

Vespers, Compline and Benediction.

There are several services of the Church that you often hear about, and to which you may sometimes go. These are Vespers, Compline, and Benediction. Of these, Vespers and Compline are always late in the afternoon or in the evening; the word "Vesper" means evening. At Vespers the priests and people meet together to sing some psalms, and some parts of the service change according to the feast of the day.

There are five psalms which are generally the same: the antiphon and "little chapter" change according to the feast. Priests and members of religious orders say Vespers every day, but in churches it is usual to have them only on Sundays.

In the same way, Compline, which is also part of the priests' office, is sometimes sung in church after Vespers, and sometimes by itself, when the service would otherwise be too long. Compline is shorter than Vespers, and is made up of four psalms, which are said by the priest and by the people in alternate verses.

Benediction of the Blessed Sacrament is, after Mass, the most beautiful of all the Church services. It can take place at any time in the day, but it is usually in the evening, so that people may attend it when their day's work is over.

As you know, Our Lord is always with us in the tabernacle; sometimes we like to assemble together to praise Him and sing hymns to Him, and then to ask Him to give us His blessing, or benediction, before we go home again. It is a very simple service. The Blessed Sacrament is taken out of the tabernacle and put into a case of gold or silver, which has a glass front, so that all can see the Host. The priest puts this case, which is called the "monstrance," on a raised place called the "throne" over the tabernacle.

Many lighted candles are on the altar, and sometimes flowers.

Then the people or the choir sing the two hymns "O Salutaris Hostia" and "Tantum Ergo," so called from the first words of the hymns. These two are always used, and between them is sung the litany of Our Lady, or some other hymn.

The priest incenses the sacred Host, that is, offers before it the incense, which is a sign of prayer. Then he takes the monstrance down from the throne, and holding it in his hands, which are covered with a white or gold veil, he makes with it the sign of the cross over the people, who all bow down their heads to receive Our Lord's blessing.

Before putting the Blessed Sacrament again into the tabernacle, the priest kneels before it and says the "Divine Praises," which you will find in your prayer-book.—"Catholic Teaching for Children."—Benziger Brothers, New York.

The Modern Method of Air Cleaning in Schoolhouses

The New Method and Its Value from the Standpoint of Sanitation.

By William George Bruce (Editor of the American School Board Journal.)

THE value of healthful schoolhouses as an aid to the cause of education is so obvious and so generally recognized by school administrative bodies as to require no discussion in these columns. The method, however, to be employed in keeping schoolhouses clean has been a subject of much attention and vexatious contention.

Rules and regulations have been formulated and special methods and appliances have been introduced. The frequency and the means to be employed in cleaning, such as sweeping, dusting and scrubbing, have undergone a series of adjustments and modifications.

The Latest Method.

It would almost seem like claiming too much to hold that the whole problem of schoolhouse cleaning had been solved, or that a method which defied further improvement had been found. But, in this age of progress, we are led into a frame of mind where no statement

of this kind will surprise us. In fact, we are looking for new things—things which are more attractive, more adaptable, or more utilitarian than anything we have met with before.

Therefore the claim that a method had been found by which the dust and dirt of a schoolroom could be removed so effectually as to supercede all other methods could not be deemed improbable. The inventive mind has gone to great lengths, and the writer was willing to investigate, with the expectation that the claim recently made could be verified. And it was.

The method consists simply of a device which will suck the dust into a receptacle, reaching not only every particle resting upon exposed surfaces, but also drawing out of cracks, crevices and porous surfaces which cannot be reached by brooms and brushes. The suction is so strong and irresistible that no particle of dust, no matter how infinitesimal or how coarse it may be, can escape annihilation. It draws the dust out of rags, matting or porous walls and ceilings instantaneously and with absolute certainty.

Description of Apparatus.

The system of cleaning by air suction consists of a vacuum pump placed in the basement, and a main pipe running through the center of the building. To this piping a hose, the size of a garden hose, is attached on the floor in which the cleaning is to be done. This hose is equipped with a brush or mat which may be applied to



der the desks.

The dust which, thus gathered, finds its way through the tubing and piping and is deposited in a closed receptacle placed in the basement of the building.

Advantages of Air Cleaning.

The facility and speed with which a building may be cleaned by this means is in itself a decided advantage over the broom and brush method. But there are advantages aside from the purely economic side. There is a vast difference between cleaning and cleanliness. No method of cleaning heretofore employed has removed dust germs from fine cracks and crevices. The air suction method insures absolute cleanliness. The advantage here attained is best appreciated when the harmful effects of dust germs which are daily gathered in classrooms is realized. A whole chapter could be written on the nature of these dust germs and the diseases which spread through them. Suffice it to say that if dust can be removed without stirring dust, the whole problem of effectual dust removal is solved.

Removes Schoolroom Odor.

Our investigation of the air cleaning method has led us to the discovery of another decided advantage which it possesses. By virtue of the fact that it removes dust which is lodged in recesses and crevices not reached by a wiping cloth or a brush, it removes the much discussed schoolroom odor.

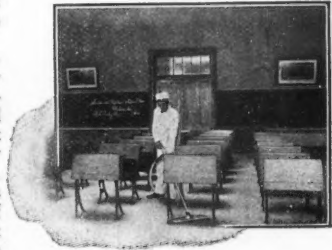
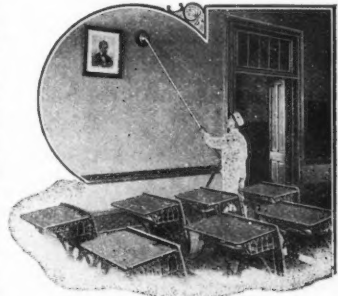
The dust so lodged is usually the accumulation of years. It is wetted by floor scrubbing, but not removed. Atmospheric moisture, too, has its effect upon accumulated dust dirt. The animal and vegetable dust germs are subject to decay and consequently to unpleasant odor.

German scientists who have made a study of the causes for the odors prevalent in institutions where large numbers of persons are gathered daily have found that the porosity of floors and walls absorbs carbonic acid gas and other products of respiration, including an appreciable amount of the so-called pathogenic dust, which has toxic or poisonous qualities.

It has been demonstrated that ordinary ventilation does not remove school odors, and that these odors reassert themselves rapidly after a room is again occupied. The unwholesome gases lodged in the pores of floors and walls are not removed through the periodical airing given to classrooms, much less, by brooms, brushes or damp cloths. The air suction method is the first and only effective means of removing them thus far found.

The school building in Milwaukee, experimentally equipped with the air cleaning apparatus, is old and has for years been afflicted with the so-called "institutional smell." The basement has always borne a musty smell. Through the employment of the air cleaning method the odor is entirely removed. This change is so decided that the teaching force and the school authorities have marveled at the efficacy of the new method of dust removal.

The writer, in presenting this description, desires to state that it is not intended as advertising matter. It is presented purely as a contribution to the subject of schoolhouse sanitation. Those desiring more detailed information regarding the air cleaning process should write to the American Air Cleaning Company, Milwaukee, Wis. We believe that all school officials interested in sanitation should familiarize themselves with the best experiences on the subject and the latest and best methods in use.



"THE DOUBLE THRONE" or "RELIGION AND PATRIOTISM"

By Sister M. C. Borromeo, O. S. D.

(A One-Scene Play for Academic or 8th Grade Pupils.)

(Continued from February.)

No. 22. CAPITAL—Where there is so much prejudice, a wise silence is the better part of discretion. I make no defense; I merely state a few facts. The government is glad, in time of stress and of war, to sell me a few of its bonds. The public, in time of trouble, uses my resources, and then, gives me unlimited abuse when prosperity returns. The government is secretly my friend, though outwardly my enemy, while Labor is stupidly ungrateful to the hand that supports it. However, I need bend the knee to none of you, I am sufficient unto myself.

No. 23. YOUNG AMERICA—It seems to me that Uncle Sam and some of his true and loyal citizens have been making you "bend your knee" pretty lively of late. It must be getting quite limber, however stiff your stubborn neck may be.

No. 24. ARBITRATION—You have bent your knee to me in the past, and you will in the future. Indeed, the Future will see to it that you lie prostrate at my feet. Then the Spirit of Strikes, being useless, will die, and Labor will triumph. The ignoble political and financial fetters that restrain the Present shall not bind the free limbs of the Future.

No. 25. CAPITAL—The best way to deal with you is to ignore you. (Turns away from her.) Some of you noisy brawlers asked Uncle Sam, a while ago, in behalf of Labor, who built his railroads, etc.? Will that inconsistent and illogical questioner tell me who paid for those railroads, etc.? How many canals, railroads, and other "public utilities" would Uncle Sam have today, if Capital had not footed the bills?

No. 26. YOUNG AMERICA—In the first place, Uncle Sam doesn't "possess any railroads, and in the second place, if he did "possess" them, we would not see Capital rushing along "to foot the bills" for him. Most of Uncle Sam's bills are "footed" by the taxes of the comparatively poor people of the country. The less you say about what you have done for the country, by the construction of public utilities, the better. Young America isn't asleep, let me tell you; not just now. We don't owe you any thanks, nor any honor for making yourself rich.

(Enter Future, Past, Present, and Science. Two from each side.)

No. 27. STRIKER—No; the Lord of the Castle has small reason to be thankful to the bandit who builds a highway that he may the more readily reach the castle and rob its treasure room, or the more easily and safely take from the Lord of the Castle his jewels.

No. 28. FUTURE—It rests with me, the Future, to change these conditions and to institute a better order of things. With the aid of those who come to occupy this throne, I will accomplish my glorious task. Then we shall not need your unpleasant methods, O Striker! As for you, O Arbitration, see that you summon wisdom to your councils and keep justice at your side. (Enter War.) What brings you here, O Prince of War? I thought you were long since banished from our peaceful land.

No. 29. WAR—I do not come to consult with you, at all events, O Future! I glory in the history of the Past, and I am concerned with the Present. These good spirits seem to disagree about something. A quarrel always attracts me; particularly if the parties are of political importance, for such a disturbance may bring a profitable job. I rejoice when Labor and Capital have a dispute, for disunion and strife give me glorious opportunities. It is long years since I trod the soil of Uncle Sam's domain, and watered it with the best blood of his people, in both the north and the south. In the meantime, I have not been too busy in "the far East," or in South Africa, to keep an eye on American affairs, nor to keep an ear open to voices that may, ere long, demand my presence. Too much Capital, too many strikes, too much Panama Canal, too many disputes about state rights and Federal interference, too big a

dose of Monroe Doctrine, inopportunistly administered, may give me, at any hour, an opportunity to establish my power, and make it supreme over brave but rash America.

In truth, my presence and my reign should be now, as in the memorable Past, a glory and an honor to any land that I may visit.

No. 30. PAST—Prince of War, I, the Spirit of the Past, know well your glorious history. I recall with pride your mighty heroes Alexander, Cyrus, Caesar Napoleon Washington—and a hundred other—all your ardent admirers and devoted servants. Let not the dull, plodding Present, miserable slave of the commercial spirit, drive you into seclusion. History will continue to glorify you as she has ever done in the Past, and Science—

No. 31. SCIENCE—Yes, Science will aid you to regain your dominion over the nations. I have always worked zealously in your behalf—have always hastened, in hour of need, to offer you the mightiest of my discoveries and inventions.

No. 32. WAR—I acknowledge my great debt to you, O noble Science! Without you, modern warfare would be impossible. But in these stupid days, of what use to me are your discoveries and inventions, your high explosives and your steel armored ships, with their 12 inch guns? Since pale, sickly Peace is so warmly favored by the Spirit of the Present, with her Roosevelts and her Courts of Arbitration, I am an exile from the land I made free and glorious, when Americans were brave and true. Now the cowardly, comfort-seeking people of this country are proclaiming the shadowy glories of Peace, principally because they wish to escape the soul-strengthening discipline of pain.

No. 33. PRESENT—Be silent, O bloody Prince of War! Destroyer art thou of human life, and of all things beautiful. I, the Spirit of the Present, love you not. I would fain banish you forever to the regions of eternal strife and woe, where you originated and where you belong. Science, surely you only tolerate War, and give him service because conditions over which you have no control demand it of you. Abandon him I entreat you, and labor in behalf of life, peace, industry and a worthy prosperity. To die piously and happily at the close of a long, useful life, is what the Present regards as superlatively desirable. Your glories, O Prince of War, so dear to the grim, dark, barbarous past, are detestable to the sunny, civilized, peace-loving Spirit of the Present.

No. 34. PAST—Be quiet, hypocritical boaster! You encourage a hundred vile inhumanities and cruel practices, far more degrading and destructive than those of War. Come, mighty Prince, take your rightful place, on the steps of the throne; let the Spirits, here assembled, choose between you and poor, mean-hearted Peace.

No. 35. WAR—I fear the result of their vote. Europe and America are becoming entirely too tame. Were it not for South Africa, and the distant regions of the "far East" in Asia, I would no longer have a chance to exercise my noble powers, display my magnificent talents or increase my domain. Modern nations are becoming so over-civilized, or rather, so much afraid of each other, that I run the risk of losing my long established place among the world's active forces. From the beginning of history until very recent times, I held the empire of the world, wore the crown of universal dominion, and beheld, bowing before my throne, earth's noblest and best, while her greatest and bravest gloried to die in my service.

No. 36. PRESENT (Peace enters).—Come, all ye spirits that move the heart of man! Come, declare your allegiance to fair Peace. Let us banish War forever.

No. 37. SCIENCE—I will serve Peace skillfully and patiently, but I will serve War devotedly and enthusiastically. I love, in time of Peace, to struggle with the forces of nature, and to wrest from her the secrets she withholds; it affords me greater delight to draw priceless good from the battles and the victories of War, of war between national armies; of war against all sorts of social and political forces; of war against man's subtler enemies, disease and sin. Spirit of the Past, it may be that you and I shall be able to convince the insincere, ease-loving Present that the peace she favors is not true

(Continued on page 322)

The Catholic School Journal
WITH INK AND BRUSH

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BESS B. CLEVELAND



School Music

METHOD OF TEACHING MUSIC IN THE SCHOOLS

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T. P. Giddings, Supervisor of Music, Oak Park, Illinois.

SEVENTH GRADE

Material

This grade is very similar to the sixth and the work is much the same. The music should consist largely of three and four part songs so that all the changing voices may find an easy range. Some one part songs may be sung, but on these there is a great temptation to sing beyond an easy compass.

A great amount of material should be used. At least two of the usual seventh grade books should be sung thru and more if possible. There is not enough material in any yet published. In addition to the regular books use some of the easier cantatas for women's voices in three parts, like "The Legend of Bregenz," "Summer," etc., and see the interest in the music suddenly rise. It is unfortunate, when we consider the number of cantatas for women's voices that have been in existence for years, and that seem, from their fitness, to have been composed purposely for schools, that so little use is made of them. People never get too old for stories. Children love them, especially when told in a song. When told in a long piece of music, like "King Rene's Daughter," they will slave on them, gladly, for weeks. Give them two or three of these in this grade. The pupils will be wonderfully interested in them.

Music with a bass part is out of place in the usual seventh grade as there are seldom enough changed voices to carry the part and these are usually so undeveloped as to be of little use. Let these sing the alto part an octave lower if they can reach it. Once in a while you will find a changed voice too high to do this. Then you are unfortunate as you must put him on a middle part, and, when a middle part is octaved the effect is poor indeed. It spoils the music to have any of the parts doubled an octave lower, but it cannot be helped, as these voices must have the practice as well as the rest. Put them in the front seats, have them sing very softly and teacher and visitors will be the only ones to suffer. The rest of the pupils will not, and they are the ones to be considered.

Methods

Do not use the board and paper work in this grade. The time for that should be past.

The larger part of the lesson time in this grade should be devoted to the singing of new music. The pupils should be able to sing a great deal of the music in this grade with taste and expression at the first reading. There should be an instrument in every seventh grade room, a piano, if possible, and many of the songs should be the first time with the teacher at the piano. This will steady the chorus and give them the right idea of the piece at the first hearing for the music is not all in

the voice parts. A good part of it is often in the piano part. This playing a new piece with the school requires the exercise of a good deal of discretion on the part of the teacher or it will degenerate into mere rote singing.

Some of the music should be taken up with the syllables to keep the reading from getting indefinite. A third of the songs by syllable, a third with the piano, words first; a third without the piano, words first, makes a good division. The singing of new songs by syllable is but a device to enable singers to learn to think tones, and, when they have learned to do this, the syllables must be laid aside. There is a great difference of opinion as to where, in the course, this should be done. Some pupils will be able to drop them in the second grade and some never. I both drop and use them in every grade, so all are accommodated according to their abilities. Schools and teachers vary and one must cut the garment according to the cloth in this work. It is a question of little importance either way. The real thing to do in reading new music is to see that the pupil uses every bit of reading ability he has. Let him sing music that calls for all this ability and a little more. Let him work fast and he will keep growing. In these upper grades you must speed him up and give him a really useful reading ability. Singing new music, in addition to the mental training it gives, should be as keen if not a keener delight than singing old. The novelty in this is the same as in reading stories.

Individual Work

The time should now be past when individual work is necessary. The pupils should be so strong in this grade that all can do individual work in concert. This is what we have been working for. Some individual work should, of course, be done to keep the weaker ones from dropping back to mere ear work as they are ever prone to do. Keep in mind also that a pupil learns little, if any, reading in chorus until he can read individually. If you are so unfortunate as to have a seventh grade room that cannot read well, do individual work until they can. In this grade it is often difficult to get the diffident pupil to sing individually. He dislikes to do it. Why? Because he cannot read. You will almost always find this to be the only reason. If he can read well he is ready and willing to sing alone no matter how his voice may behave. It is not the changing voice that makes pupils diffident about singing, tho this is given very often as a reason, but his ignorance of music. Let him not be ignorant and he will get over his diffidence in short order. All should be so used to singing alone by this time that they look upon music the same as any other study. Music should be so regarded. The time may come, and it has already in some few places, when the music will be on the same basis as other branches and the same proficiency required. Let this good thing spread.

See that every one does his best all the time as this is the lazy age and when it comes to reading new music some will lag and the workers will carry them. See that there is none of this in your room.

Position

Use the same position as in the other grades. The boys are getting lumpy and the girls a little pinched in the waist. Good position will help counteract both these evils.

Let them still beat time on the new music, pointing to the notes a part of the time.

(Discussion of seventh grade work will be continued in the April number.)



Language and Reading.

PRIMARY ENGLISH

M. G. Clark, City Superintendent of Schools, Streator, Ill.

THE ORGANIZATION OF THE MATERIALS

The First Year's Work

SUBJECT MATERIAL

In the January Catholic School Journal a brief outline of a possible choice of subject material was presented. This material will be rich and full of inspiration and thought organization for the children, or it will be dull and spiritless, just as the teacher shall interpret it to them. To the live teacher it presents untold possibilities—to the time-server and uninspired it will never get further than the bald statements:

"Mother works."

"Father makes the garden."

"I help wash the dishes."

I wish to emphasize at this point the statement that the organization of this material brings into our course of study in a natural way all the art, literature and inspirational materials possible of interpretation by the six-year-old. Herein lies one of the greatest possibilities of the primary teacher for inspirational material for her conversations with the children. More than this, it opens up for us an organized field of activities, not something apart from the thought of the day or week, but an integral part of that same thought and a recognized necessity to the complete expression of the child. Thus the interests of the child are enlisted and the activities of the mind and hand are unified. The problem is no more the finding of "busy work" but rather in the choice of what to do from the many possible activities.

With every problem selected for the class thought the teacher should find opportunity to unify the child's home and community life with some one or more of the following:

1. Some choice bit of child literature.
2. Some picture, chosen from the masters, interpreting the child interests.
3. Some simple song full of inspiration, love and helpfulness.
4. Some opportunity, with pencil, charcoal, scissors, paste, clay, cards, blocks or other medium, for the child to concretize his thought thru his handiwork.
5. Some dramatization of the solved problem, and thus thru the dramatic expression of the child secure vitalization of the thought.

All this tends to emphasize content, the general thought of the year's work. At no time is literature presented for literature's sake, or handiwork, for handiwork's sake; each is to contribute its share to the general scheme and the result should be a well-organized whole. If this is done, the result is not simply that the subject matter has been enriched, but more important, that the home has been spiritualized. The school and the home are but different phases of one activity.

"But," some one says, "what has this to do with

primary English?" It is the whole of it. One expresses the atmosphere in which he lives in thought, in mentality. The best thing that can be done for the cause of good English is to surround the child with a healthy atmosphere. The great work of oxygen is seen in the bright red blood corpuscle.

METHODS

How can this be accomplished? Each teacher must solve this problem for herself. The end and the means are before her. It is for her to adapt the means to the end in view. He who undertakes to prescribe "methods for the multitude" is prescribing beyond his knowledge. Only the charlatan, the veriest quack if you please, would undertake such a task. The problem is individual, individual with each school, individual with each child, individual with each teacher, and consequently must be solved in an individual way. Life can only be imparted thru life—the individual touch. A hundred things may enter into the problems of one school that are wholly absent or different in the neighboring school. It is the work of the teacher to know and to meet these problems and to adapt her methods to these individual needs. Ready-made methods, like patent medicines, have slain their tens of thousands.

MEANS

While we cannot presume to discuss "methods" or the peculiar adaptation of the means to the end in view, yet it may be helpful to some to consider for a moment some of the means at hand and suggest something of their adaptability in the process of the organization of the subject matter. It should be borne in mind, however, that such a discussion can only be suggestive at the most of a very few of the many choice things at the teacher's command, and even in the few discussed the selection may not be the best that might be made.

LITERATURE

If one wishes inspiration upon the presentation of literature to children he should read and re-read Miss Holbrook's *Hiawatha Primer*. This book is real child literature. While few of us can ever hope to present material to our children in so beautiful a way as Miss Holbrook has done, yet the study of the book cannot help but put us in a better attitude toward our work. It is something of this attitude, at least, that the teacher needs in presenting to her children the literature she finds growing into her course of study.

If the class in developing the home life and home activities happen to be discussing "home plays and amusements," why not at this point develop Stevenson's "The Swing"? If this is done, this bit of literature will find a place in the child life and will not stand out as an isolated bit of memorization.

CONVERSATION

Today is a bright day.
It is warm and pleasant.
The sun is shining merrily.
The grass is green.
The roses are in blossom.
The birds are singing.
Everything is happy.
What shall I do?
I will play in mama's garden.
I will listen to the birds.
I will smell the roses.
I will lie down on the grass under the old apple tree.
I have a swing in the old apple tree.
I like to swing.
The air is fresh.
I can feel it rush past me.
Up I go! Up to the blue sky!
I play I am a bird.
Back and forth, up and down, I fly.
I see the fields.
I can see over the walls.
I can see in the tree tops, and over the roofs, and away over the country.

Rivers and trees and cattle, I see.
 Don't you like to swing?
 I think it is the pleasantest thing a child can do in summer.

I will sing a song as I swing.
 It is a beautiful song.
 Robert Louis Stevenson wrote it for children.
 I think he wrote it for me.

SONG

"How do you like to go up in a swing,
 Up in the air so blue?
 Oh, I do think it the pleasantest thing
 Ever a child can do!

Up in the air and over the wall,
 Till I can see so wide,
 Rivers and trees and cattle, and all—
 Over the country side—

Till I look down on the garden green,
 Down on the roof so brown—
 Up in the air I go flying again,
 Up in the air and down!"

OTHER OPPORTUNITIES

In the same way, in connection with the neighborhood life, why not develop Stevenson's "Foreign Lands"?

Up into the cherry tree,
 Who should climb but little me?
 I held the trunk with both my hands
 And looked abroad on foreign lands.

I saw the next door garden lie,
 Adorned with flowers, before my eye,
 And many pleasant places more
 That I had never seen before.

I saw the dimpling river pass
 And be the sky's blue looking glass;
 The dusty roads go up and down
 With people tramping into town.

If I could find a higher tree
 Farther and farther I could see,
 To where the grown-up river slips
 Into the sea among the ships.

To where the roads on either hand
 Lead onward into fairy land,
 Where all the children dine at five,
 And all the playthings come alive.

Again, in conversations about the home life, why not introduce and teach Eugene Field's—

There's a dear little home in Good-Children street,
 My heart turneth fondly to day,
 Where tinkle of tongues and patter of feet
 Make sweetest of music at play;
 Where the sunshine of love illumines each face
 And warms every heart in that old fashioned place.

The home stories of pets and animal life in general open up to us another rich field from which many selections may be made—

What does little birdie say,
 In her nest at peep of day?
 "Let me fly," says little birdie;
 "Mother, let me fly away."
 "Birdie, rest a little longer,
 Till the little wings are stronger."
 So she rests a little longer,
 Then she flies away.

And so one might go on indefinitely thru all the phases of the year's material and select from our "child gems" material that will bring richness and life and spirit to the year's work. The task is not in the finding but in the selection of the best; keeping in mind that the best is that which will connect up most closely with the child's experiences.

STORIES FOR LANGUAGE AND RE-
PRODUCTION IN PRIMARY GRADES

Ruth I. Jones, Shell Rock, Ia.

A Little Hero

Edith has long, curly hair. Every morning her mama brushes out her curls before Edith goes to school. One morning mama found so many tangles that Edith cried.

"Why Edith," said her mother, "Mama is trying to be very careful."

"Well, I can't help crying because the tangles pull," said Edith.

"I'm afraid my little girl isn't much of a hero," sighed her mother.

That noon when Edith came home to lunch her mother called her into the kitchen and said, "Edith, I'm going to show you a real hero," and there in a basket by the stove was a tiny white chicken.

"This morning," said mama, "Old Tom stepped on the little thing and broke one of its tiny legs. We brought it in and bandaged the broken leg and all the morning in spite of the hurt, the little hero has been singing, 'cheep, cheep,' so cheerfully to try to thank us. Even a little white chicken can be a hero."

"I think I can, too, mama," whispered Edith.

Pietro and His Pigeons

Far, far away across the great ocean is a beautiful city in Italy. In this city lives a little dark-eyed Italian boy named Pietro. Every afternoon at two o'clock Pietro goes out with all the other boys and girls in the city to feed the pigeons. There are many, many beautiful white pigeons in this city and the people are very fond of them. Pietro takes a piece of bread and scatters it in crumbs upon the ground. Then his mama gives him some money and he buys some wheat from the peddler on the corner. Then how the lovely birds come flocking down from the roofs of the houses. They pick up the food scattered for them very fast and say "Coo-oo! coo-oo;" to thank Pietro, and all the other boys and girls. At last with a whirr-r-r they all fly up into the blue sky again and Pietro goes back to his play.

The Little Lame Boy

Carl was a little lame boy. He could not walk or run about and play like other little boys. All day long he had to be very still in his little white bed. He had no brothers or sisters to amuse him, and his mother was very poor and had to work hard. Poor little Carl; he was very lonesome sometimes.

But one day something very pleasant happened. Rob and Nellie and Flo went to the woods where all the pretty spring blossoms were growing, buttercups, violets, sweet-williams and all the rest. They gathered each, a huge basketful and took them to Carl. How happy the lovely flowers made him! They staid bright and beautiful many, many days and kept Carl from being lonesome.

The Little Shepherd Boy

Marco is a little shepherd boy. He lives far, far up on the mountains, with his grandmother who is very old and snowy-haired. Every morning Marco takes the herds of sheep and goats to the green pastures and all day long he watches them feeding and keeps them away from dangerous places, and when night comes, takes them all safely home to their master.

One quiet day, at noon, the sheep had lain down to rest and Marco stretched himself on the ground and began to think. That morning he had heard his grandmother say, "Oh, if I could only have some white bread for my breakfast, I believe I could eat and grow stronger." Marco wished and wished he could get some white bread for her instead of the coarse black bread.

"I know what I'll do," thought Marco. "I'll gather an armful of the mountain roses and take them down to the village to the baker. The baker never sees our

beautiful mountain roses and maybe he will like them and will give me some white bread for grandmother."

That very evening Marco gathered the roses, the prettiest he could find, and took them to the good baker.

"Ah!" said the kind baker, "you are a good boy and I'll give you all the white rolls you can carry."

All the way up the mountain, Marco was very happy, hugging the big sack and next morning when grandmother had white rolls for her breakfast, she was very happy, too.

Pussy's Dinner

You could never guess what happened one day to pussy's dinner, so listen and I will tell you. Mama put some nice warm bread and milk in a saucer for her out in the wood house. How good it tasted! Pussy ate and ate until she could eat no more.

"I'll just cuddle right down here for a nice nap," said she. "When I wake up, then I will finish eating my bread and milk."

So pussy curled down on the floor near her saucer and soon was sound asleep.

In this same wood shed lived three saucy little mice under a pile of kindling. When pussy had gone to sleep, one by one, they crept out. "Sh! don't wake pussy," said they.

"I smell something good!" whispered one.

"Let's find it, I'm hungry!" whispered another.

"Here it is! Pussy's bread and milk," said the third little mouse.

And the three little mice began to eat, all at once. At last not a crumb of bread nor a drop of milk was left. "Let's go home now," they said, and away they scamp-ered.

When pussy awoke she couldn't even guess who had stolen her dinner, and to this day she never knew.

Little Bunny Whitefoot

Ned had a pretty pet rabbit named Bunny Whitefoot. One day after the snow came, Ned said: "Now, Bunny Whitefoot, you must be very careful and stay at home, for the hunters will be out with dogs and guns and traps and it is not safe for little rabbits like you to be away from home."

Bunny was very good at first. After a while he said: "Oh dear! what fun it would be to take a run up the hill and have a game of hide-and-seek up among the pines!"

Then this naughty little rabbit slipped out thru the front gate and away he ran, as fast as he could go, up the hill. Such fun! chasing his shadow on the snow among the pines, around and around, until—snap! and something held Bunny Whitefoot's leg tight. It was a cruel trap, and Bunny could not get away, even tho he pulled with all his might. Poor Bunny! he was sick with pain and fright.

But Ned followed the naughty rabbit's tracks up the hill where he found Bunny in the trap, and let him out.

It was a long, long time before Bunny Whitefoot's little leg was well again, but he had learned to be a wiser rabbit and mind what he was told.

Dressed for the King

There once lived a very good and great king. All his people loved him very much, he was so noble and kind. The king's birthday was soon to come and the people all over the land were going to have a grand birthday party, men and women, boys and girls, every one. Everywhere for days and days, the women were spinning and sewing fine cloth into flags and banners and new dresses for the great day. Everywhere men were busy hunting and getting fine food for the great feasts. Every one was happy except poor Mother Nature.

"Oh, dear me!" she thought, "everything should be so beautiful for the king's birthday and my fields are all brown and bare. My trees have lost their gay leaf dresses, and never a flower is there anywhere! What shall I do?" Mother Nature thought and thought. At last she said, "Oh, I know!" and sent a message by north wind to cloudland for help.

The night before the king's birthday, Mother Nature

was oh! so busy. Next morning, what a beautiful sight! Over the whole land was spread the loveliest sparkling white carpet. Every tree was glittering like diamonds in the bright sunshine. Everywhere people laughed for joy, saying, "The snow! Why, even old Mother Nature dressed for the king's birthday."

The Proud Snow Man

Down by the fence the children made a snow man, and a fine looking fellow he was! All one Saturday the children worked and worked piling up the soft snow, and when at last he was finished, they made a circle and danced around him, singing:

"Oh, Mr. Man, all made of snow,
We've helped you grow and grow and grow.
Now, Mr. Man, all made of snow,
Stay with us, for we like you so,
Mr. Man, all made of snow."

All this made the snow man very proud. He thought he was a very wonderful creature indeed, and that night, when the children had gone to bed, he began to talk and boast to the stars and the moon and the trees and the wind of what a fine fellow he was. At last they all grew very tired of his talking, and the wind said,

"What shall we do to teach this proud, silly snow man a lesson?"

"Maybe Father Sun will tell us when he gets up in the morning," said the pretty moon.

"But Father Sun didn't tell them anything. He only shone very bright and warm, and proud Mr. Snow Man grew smaller and smaller and smaller. When the children came out to see him, he was almost gone.

"Why, he's all melted!" they cried. But the trees and the wind and the moon and the stars knew that Father Sun had just taught the snow man that it is not wise to boast and be proud.

THE PIED PIPER

DRAMATIZED FOR READING AND LANGUAGE CLASSES

Alice Roche, Ironwood, Mich.

Characters

Mayor and ten citizens; the Pied Piper; twelve pupils for rats; twelve more, for children of Hamlin; a little lame girl.

Scene

Front of schoolroom represents council chamber. Mayor and council are talking together.

Mayor—"We have met together to see if we can not find some way to get rid of the rats that are over-running this village."

"They fight the dogs and kill the cats,
And bite the babies in their cradles;
And eat the cheeses out of the vats,
And lick the soup from the cook's iron ladle."

"Can anyone think of a way to get rid of them?"
(Citizens sadly shake their heads.)

(A rap at door.)

Mayor—"Come in!"

(Enter Piper wearing a high hat, and with his pipe—a toy horn—in his hand.)

Piper—"My friends, I hear you have many rats in Hamlin. Would you like to get rid of them?"

Citizens (In chorus)—"Yes! yes!"

First Citizen—"We have just been talking it over, but can find no way to do so. Can you help us? Do you know a way?"

Piper—"I am sure I do, for with this pipe I can draw after me anything that flies, swims, creeps or runs. If I rid your town of rats, will you give me a thousand guilders?"

Citizens (In chorus)—"Yes! Fifty thousand! Only take the rats away!"

Piper—"Very well, my friends, it is a bargain."

(Piper walks around room blowing his pipe. Pupils who represent rats follow music. He leads them to a swinging door (the river), which he holds open while rats disappear within.)

First Citizen—"Hurrah! The rats are all drowned!"

Mayor—"Go, and get long poles. Poke out the nests and block up the holes."

Piper (Enters, walks up to mayor, stretches out right hand)—"First, if you please, my thousand guilders."

Second Citizen—"A thousand guilders! Isn't that a lot of money to pay this man for simply taking the rats away? Besides, the rats are all drowned now; we need not be afraid that they will ever trouble us again. Won't you take fifty guilders instead of a thousand?"

Piper—"No, we bargained for a thousand, and I shall not take one guilder less. You had better keep your promise."

First Citizen—"Oh, you need not try to frighten us. We do not care for you nor your pipe."

Piper—(Blows pipe as he walks around room; the children rise and follow music.)

First Citizen—"Oh! He will drown our children just as he did the rats."

Third Citizen—"There! He is turning toward the mountain! He can never cross that; he will have to stop there."

(Piper walks to another door and leads children after him. Door closes.)

Fourth Citizen—"They have gone right into the mountain."

(Lame child does not reach door in time to go with others.)

Fifth Citizen—"Why are you so sad, my little girl?"

Lame Child—"Oh, my playmates have all gone with the Piper, to that beautiful land he was playing about. A beautiful land of sunshine and flowers, where children would always be happy. Now it will be so dull and lonesome to be here."

First Citizen—"If only we had our dear little children back again!"

Citizens—(In unison, nodding to each other.)

"After this we will always keep our promise."

IMAGERY IN READING

("Reading in Public Schools" by Briggs and Coffman, Row, Peterson & Co.)

That perfect expression depends upon the correct understanding of the idea back of it is well illustrated by certain stories told of a very efficient supervisor of the Indianapolis schools, now retired, and whom we will call Mr. B. Mr. B. believed that if one thoroughly understood a sentence he could read it. He held it unnecessary to give instructions such as, "Let your voice fall at the close of the sentence," "Give emphasis to this word or that expression," "Note the exclamation or the interjection;" that special attention to quotation marks, direct and indirect discourse, a pause at a comma, etc., could in the main be eliminated. Every supervisor has found that much of the criticism of the teacher and practically all of that of the children is given upon this formal side. This kind of criticism may degenerate into a "get-even" spirit among children, and nearly the entire recitation period be consumed in giving worse than worthless criticisms. No doubt the pupils must learn to make unconscious use of the mechanics of composition, but when criticism of any character ceases to be helpful it should be discontinued.

Mr. B. spoke of his theory before the supervisory body of the city schools, some members of which took exceptions. He then placed upon the board this sentence, "That little boy reads well," and challenged any one to try to read it correctly, making the assertion that no one could do so. One person read it, "That little boy reads well." Whereupon Mr. B. said: "Now, this class is made up entirely of boys and therefore you

did not read it correctly." Mr. B. then asked the reader what conditions he had in mind when he read the sentence. After some hesitation he acknowledged that he thought the members of the class were all girls with one exception. He was then given the condition that they were all boys and one smaller than the rest; then he read, "That little boy reads well." And finally he was given the condition that they were all little boys; then he read, "That little boy reads well," thus proving that if one knew the idea back of the sentence he could and would express it correctly.

FLOWER SEEDS FOR SCHOOL GARDENS

A great work is being done to promote school gardening by the Flower Mission, 2002 West Twenty-fifth street, Cleveland, Ohio. The purpose of the Flower Mission is to teach and encourage children to cultivate flowers and thereby help to make their homes more attractive and cheerful, to carry flowers to the sick and aged, to make the world brighter and better. There is no part of a child's education that can be more refining, elevating and beneficial to it than the culture, care and uses of flowers. The Flower Mission furnishes choice flower and vegetable seeds for children only at the remarkable price of one cent per packet. For the convenience of the children in ordering, the Flower Mission has arranged the different varieties in collections of five varieties each, so that one gets five varieties in five separate packets for a nickel. All seeds must be ordered thru the teachers of public schools, Sunday schools, junior leagues or kindergartens. Last year the Flower Mission supplied more than 1,200 schools with seeds for children's gardening, and not a single complaint was received regarding the quality of seeds furnished or manner of packing and delivering the orders. We feel it a privilege to urge upon the teachers the educational advantages of flower and vegetable culture, and suggest that they secure a supply of seeds from the Flower Mission. They furnish ten times the quantity that could be purchased from an ordinary seed store.

The following letter, written by Miss Kate F. Dinan, principal of Lincoln school, Camden, N. J., tells of her success in using the Flower Mission's seeds last year:

"Answering your questions in regard to school gardening, I myself taught the work from grade 3 to 6 twice a week (if you choose to call our heart to heart talks teaching). The children were very much interested and would complain loudly when my other duties as principal caused a lesson to be omitted.

"You may judge of the success by the enclosed photographs, and yet they do not represent all the exhibits. Not only the children, but the parents also were interested, feeling it has an uplifting moral tone. It certainly should be encouraged in the public schools for it will fill their little minds and hearts with good pure thoughts.

"The children did their gardening at home, each teacher visiting a certain number of her gardeners and sending me a written report, which I forwarded to our city superintendent. Of these reports he says, 'I also desire to express my satisfaction with the reports of the garden work.'

"I would much prefer the children gardening at home because they have their gardens as a source of pleasure during the long summer vacation and free from vandals. Professor Spencer of Cornell university, from whom I have received much help, thinks home gardening is best.

"Our boys generally select vegetable seeds, and the girls flower seeds. We never force membership in the garden association on the children, yet every one takes the lessons as 'nature study' is one of our branches. The membership steadily increases. Last year it was about 50 per cent of the enrollment. I hope these rambling notes will answer your questions in a measure. I have so much to say and so little time to say it."

Nature Study

MARCH NATURE STUDY

Fred L. Charles, Professor of Biology and Head of
Science Department, State Normal School,
DeKalb, Ill.

(All rights reserved.)

"Ah, passing few are they who speak,
Wild stormy month! in praise of thee;
Yet, though thy winds are loud and bleak,
Thou art a welcome month to me.

For thou to northern lands again
The glad and joyous sun dost bring,
And thou hast joined the gentle train
And wear'st the gentle name of Spring."
—Wm. Cullen Bryant.

March is the teething time of the calendar. The year is just old enough to have established a sturdy character, when our expectations are all upset by the most fickle and annoying behavior of this notorious month. Wind and sunshine, rain and warmth, frost and cloud and storm and gentle zephyr are so intermingled in rapid succession of changes that we have lost all confidence in this kaleidoscopic period; but there is enough of spring-time promise, withal, to hold us in expectance and to coax us out of doors at every opportunity. Before the month has fairly started, at least before the first week has gone, we see again our old-time friends, the robin and the bluebird, and before the month has passed we shall have seen the flight of goose and duck, and heard the song of the songsparrow and the call of the bronzed grackle (crow blackbird), redwing, killdeer, phoebe, kingfisher, and other of "the early birds." The pussy willow may have peeped from its blanket in February, and in the late days of March the elm and the soft maple will send out their humble bloom, while on the bleak forest floor the pasque flower will brave the cold and lend encouragement to timid hepatica and spring beauty.

* * *

During March the provident gardener is busy indoors, and while the rest of us are waiting for the garden to be plowed he is anticipating our activities by a full month, or maybe two. We ought to learn from him, for the greatest enjoyment comes when we do all the work ourselves.

Just the other day I asked a young woman twenty years of age, a fine scholar, graduate of an excellent high school and senior in a higher institution, what is necessary at this season if we are to have early tomatoes in the garden next summer. She replied, "Get a tomato plant from the cellar where it has been stored since last fall, and set it out." Do you know better than that? The most serious thing about it is that the booky graduate is perennial, while the tomato plant is not. One of the best ways to learn is by doing, and

one of the best things to do in March is to start an indoor garden.

The Flat

The flat is a wooden tray, three or four inches in depth and of suitable area, which is filled with soil and used for growing seedlings which are later to be transplanted. One part of sand to three or four parts of good black loam make a desirable soil which will conserve moisture well. The loam and sand should have been stored in the cellar last fall, but you may be able to obtain the soil from other sources. Empty cigar boxes, or strawberry boxes lined with heavy paper, will do for work on a small scale. Even a half eggshell may be used as a novelty. Of course you have already drawn a plan of your outdoor garden; you have studied the seed catalogs and you have purchased the desired seed. Now for the sowing.

Tomato, cabbage, egg plant, celery, and lettuce (head lettuce is best for this purpose); pansy, cosmos, phlox, ageratum, zinnia, marigold, petunia, gaillardia and other vegetables or flowers which stand transplanting may be planted now in the flat, or window box. The chief advantage, of course, is in starting those tender plants which otherwise could not be planted until after all danger of frost is past—plants which are commonly purchased as seedlings from the grocery store or are otherwise brought to maturity late in the season. Lay narrow strips of wood on the surface of the soil to divide the flat into compartments, and prepare a neat label for each kind of seed to be planted. Sow the finest seed rather thickly on the surface of the damp and finely divided earth; then press down with a board, or barely scratch the surface, or (for larger seeds) sprinkle a very thin layer of earth upon the seeds. A general rule is to bury the seed to a depth equal to its own diameter. Place the flat in the window and water the soil frequently. The shallowest flat will demand the most frequent watering.

When at least two leaves have formed above ground, the seedlings may be transplanted—with care not to injure them—to another flat, placing them at least an inch apart in each direction. It is not always necessary or desirable to do this, but if they are thickly planted, or too young to be set outdoors, or if the season is not yet far enough advanced for outdoor transplanting, the second flat is desirable. With a sharply pointed stick, or "dibber," make a hole in the earth, insert the root (with all possible earth clinging to it), and then with the stick crowd the soil tightly against the root. This is much better than to use one's clumsy fingers. Do not let anything interfere with the transplanting if the roots are exposed, for the plants will suffer. It is best to transplant directly from the flats; do not take out the plant until you are ready to place it. In April or early May the flats may be carried out-of-doors and placed in the hotbed or coldframe, or even in an exposed situation (if the weather allows), with care that they are not injured by unusual cold. Before being permanently planted in the garden they should be gradually hardened to outside conditions. As perhaps you have noticed in the case of cabbages or tomatoes, it is best to shade the seedlings for a time after transplanting to the garden, to avoid injury from

the sun. Leaves, boards, strawberry boxes or flower pots are convenient for this purpose.

The Hotbed and the Coldframe.

A hotbed is a glass-covered box of soil provided with heat from below, manure usually being used to furnish the heat. In the hotbed radishes, lettuce, cress and other small early vegetables may be planted in February or March and grown to maturity without transplanting; in the coldframe they may be planted in March or April. The coldframe is merely a box with a glass top, set directly upon the soil, with no bottom heat. Both hotbed and coldframe may be used for seedlings which are to be transplanted, but earlier results are obtained from the flat.

OUTLINES FOR NATURE STUDY

Emma M. Maguire, Bridgewater, Mass.

THE HORSE

Description—Skin thick, covered with hair; hair thicker in winter. Much falls off in spring. Skin makes thick leather for soles of shoes.

Head, long; has tuft of hair on top. When puts head to ground it is about as high as a flour barrel. Neck has a long mane of hair. Eyes, large and round; placed so he can see on each side as well as in front. Ears small pointed; stand up straight; show feelings. "Prick up ears," sign of attention or expecting food; when vicious throws ears back; when frightened throws ears forward; moves them when hears sounds.

Tail thick, short, pointed, covered with long coarse hair; used to whisk away flies that annoy it; like a switch.

Hoof large, solid, round; made of a kind of horn like our finger nails; cut without hurting as we cut our nails; if cut too deep gives great pain. Hoof grows as fast as it wears out. Put shoes on to protect hoof on hard ground. Smith is careful in driving nails.

What Can It Do—Strong, can carry us on their backs; draw great loads that many men could not move. Plow, harrow, prepare ground for planting; draw loads of grain, fruit and vegetables to market; draw hay in summer and wood in winter. Work all day until night in all weather. When load is heavy walks slowly, when light trots along. Harnessed to a light wagon gives a ride to visit, store, church, pleasure. In snow sleighs are used.

Eating and Drinking—The horse has six sharp teeth in front to cut grass in the pasture. Next four long sharp teeth to tear things. Then a place with no teeth for the bit. Next six broad flat teeth to grind the hay, grain, and oats.

Teeth change in looks every year, until the horse is eight or nine years old. This tells how old horse is. Puts head into the water to drink. Swallows great mouthfuls; will sometimes drink two buckets of water at a time.

Care—Do not whip; not jerk reins to hurt mouth; not run down hill to make horse lame. Stop to rest going up hill. Hitch in shade. Do not give water when horse is too warm. Keep tails long to switch flies.

In winter put blanket on. Good bed of dry, clean straw. Plenty of hay and grain.

THE COW

Description—Cow has a heavier body and shorter legs than a horse. Neck short. Head large; wide nose. Ears stand out on side of head, above them a pair of

horns that stand out. Hoof split in two parts. Tail long, a bunch of coarse hair on end of it.

Teeth, six in front on under jaw. None on upper jaw. In its place has a ridge as hard as a bone. In back part of mouth has six broad, flat teeth on each side with which she chews her food.

How It Eats—Eats grass; swallows without chewing. When she can eat no more she stands still or lies down. The grass comes up in her mouth in little balls which she chews again and swallows.

What It Gives Us—Milk—cheese and butter; comb—horn; leather—hide; mortar—hair; glue, hoofs—knife handles, bone; candles—tallow; meat—beef, veal.

Care of Cow—At night driven to farm yard and milked. In morning milked and driven to pasture. In winter cattle are kept in stable or shed.

THE CAT

Indoors—Fond of house and goes all over it smelling and feeling until she knows it well. Moves without noise. Likes to eat in warm places, purrs, keeps herself clean. Food indoors is milk. How drink it. Meat, mice. How catch them.

Outdoors—Likes to sit in sun. Why? Catches birds. How? Watches, creeps, climbs, springs.

Covering—Hair and fur. Shedding. Care? Why? Thicker in winter. Rubbing. Parts not covered. Why not?

Feelers—Where are the whiskers or feelers? How does she use them? What are they for?

Moving—Pads to creep along with. Claws, number? No noise. Mice do not hear her as she creeps to their holes. Watches them come out, reaches with paws. Sharp points, usually only ends seen. Claws drawn under when at rest or walking. Claws out to scratch or seize prey. Claws kept sharp by scratching. No hairs on pads. Starts to jump with a spring. Toes five on front, four on back. One front toe does not touch the ground, but is like a thumb. Why?

Eyes—When the cat wakes the pupil of the eye is large. Large at night. She goes out then for food. The eye has a part like a curtain that can draw up and keep the sun out. In the dark the curtain draws back to let in the light.

Tongue—Like a brush. Washes face with paws; licks paws. Upper side covered with rough points slanting toward the throat. Holds food. How use tongue in eating?

Voice—Mew, purr, screech. Mew to have door opened. Says, "Please open the door."

When pleased she purrs. Purrs to call kittens.

Screeches when hurt.

Pussy teaches us to be clean, quiet, fond of home.

How kindly and gently we should treat her.

LITTLE RED SCHOOL HOUSE

The educational department of the Joseph Dixon Crucible Company has brought out several helpful booklets. The most recent one has for its title "The Little Red School House," and gives brief historical and biographical sketches of eminent Americans, women and men, who received their early education in the rural districts. There are Harriet Beecher Stowe and Benjamin Franklin, Horace Mann, Edgar Allan Poe, Patrick Henry, Frances Willard, Mary Lyon, Paul Jones, Maria Mitchell, Whittier, Hawthorne, Longfellow, Louisa M. Alcott and others, sixty in all. Here are twenty-eight pages of encouragement for the boys and girls at school. The firm will no doubt send you a copy of the booklet if you write for it, addressing Joseph Dixon Crucible Co., Jersey City, N. J., and inclosing a two-cent stamp.

According to a decision of the supreme court, the gas consumers of New York city are to have returned to them the \$9,000,000 paid to the local gas combine at a rate in excess of the 80-cent rate fixed by the legislature two years ago.

Drawing and Construction Work

The trade or vocational school movement is growing in New York. The state department of education has established a division for promoting the organization of trade schools or public trade vocational schools, and plans have matured the past year for opening such schools in five cities. Twenty-four cities and large towns have made definite inquiries as to methods of procedure in starting the same. Fourteen localities have appointed a special committee or requested the superintendent of schools to seek definite information regarding their organization. Four cities have placed in their annual estimates an appropriation for them. Two schools have already opened at Rochester, and the school at Albany will open March 1. A number of others will open at the beginning of the next school year.

DRAWING FOR MARCH

Alice V. Guysi, Supervisor of Drawing, Detroit.

March brings two festivals and the awakening of spring; these and the March wind furnish subject matter in abundance for the little folk.

Even those among us who cannot trace our ancestry to the Emerald Isle, love the green and recall that St. Patrick, the finest Irishman of them all, was born a Frenchman.

Green is not only the emblem of the saint but the emblem of spring.

How delighted we are when the tender green buds and leaves commence to appear on the shrubs and trees. We wish to cry out with Browning:

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven—
All's right with the world.

First Grade

Let the little people make a green wash and cut shamrock.

Teach the primary colors by making washes and cut Easter eggs.

Swing a large ellipse and by adding a few free strokes from right to left make a nest in which to put the eggs. If the front edge (dotted line) is cut the eggs can be slipped partly in and pasted.

By combining drills of circles and ellipses, draw rabbits.

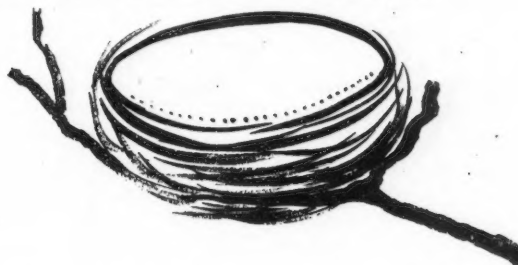
A bunny may also be cut from white paper and placed in a nest for an Easter nest.

Pussy willow may be drawn in charcoal on gray paper and a touch of white chalk added to give the bloom.

Fold a pin-wheel from an eight-inch square.

Second Grade

Children in this grade will enjoy drawing nests and bunnies quite as much as the first year classes.

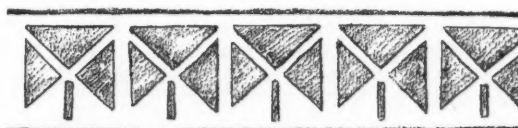


They can also draw chickens by combining drills. Draw a chicken eating and one drinking. How does a chicken hold its head when drinking? Cut little chickens and ducklings and mount them on a landscape background. March is a good month to fold and cut a wind mill. They are prettier when the roof and wheel are colored red or green.

Paint and draw pussy willow and other budding twigs.

Third Grade

Tint eight-inch square paper with green wash. Fold into sixteen two-inch squares and cut. Fold and cut



Suggestions for Third Grade. Border by cutting and pasting.

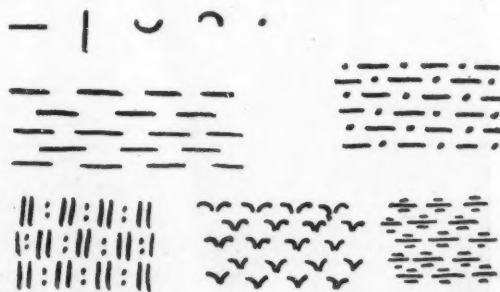
into one-inch square. Fold one-inch square on diagonal and cut. Arrange the triangles thus secured into a shamrock border. One-half of the large square will furnish more than sufficient triangles for a pupil and the other half may be used for marginal lines and stems.

Make brush drawings in ink of pussy willow or other budding twigs. Try them also in color and in pencil.

The color sketches should make pretty Easter cards. Continue drawing still life.

Fourth Grade

The festivals suggest design. There is no more valuable training than free hand brush work. Mix a good



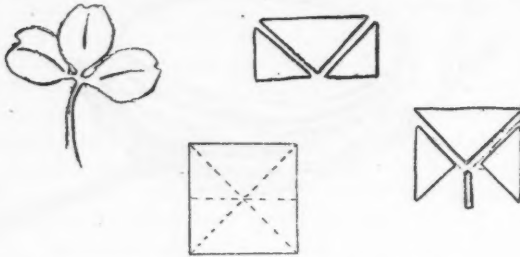
Fourth Grade Free Hand Brush Work.

green for the design and decorate cover or Easter cards. The broader shamrock leaf may be used instead of a

narrow petal or some of the strokes given in the illustration.

Have the class combine these and originate borders and surface covers.

Make pencil and water color sketches of budding twigs



Shamrock and simple units based on it.

or simple spring flowers, as crocus and tulip.

These would furnish motives adaptable to the design for this grade.

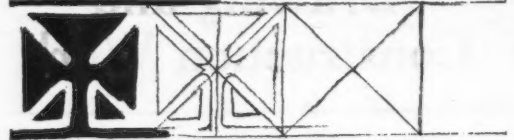
If the charming Japanese prints are available sketches of rabbits and chickens might be made from them.

Draw from still life.

Fifth and Sixth Grades

Study the shamrock and units made from it. Sketch a square, drawing the diagonals and diameters, using these as construction lines as suggested in The Catholic School Journal for November, and fill the space with a

shamrock unit. To make a border, sketch marginal lines the desired width and divide into square, repeating the unit in each one.



Fifth and Sixth Grade work. Border with Shamrock motive.

See illustration.

Continue drawing from still life or substitute pencil sketches from nature.

Seventh and Eighth Grades

Continue drawing from still life, or substitute for it pencil work from nature.



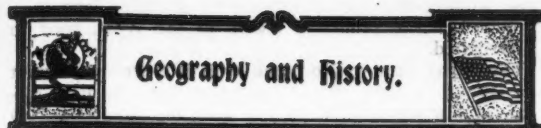
Border suggested by Shamrock. Seventh and Eighth Grades.

Make border design based on some simple plant form. See suggestion based on shamrock. Variations in spotting may be made by using Japanese tracing paper.

BLACKBOARD DRAWING

ADA A. BUCKMASTER, Janesville, Wisconsin





BEET SUGAR AND MAPLE SUGAR INDUSTRIES

(From Carpenter's Industrial Reader,
American Book Co.)

We have learned that in some years the United States pays out more money for sugar than for any other import. In 1905 the sum thus spent was almost one hundred million dollars, or more than one dollar for every man, woman, and child in our country. Is it not a pity that we do not raise this sugar at home and thereby keep this vast sum in our own pockets?

Beet Sugar

As long as sugar was produced from cane only, such a thing was impossible. Cane must have a rich moist soil and a warm climate. It thrives best in the tropics and sub-tropics, and we have only a small area in our southern states where it can be profitably grown. There are some sugar cane plantations in Porto Rico, Hawaii, and the Philippines; but they are far away, and their whole product could not begin to satisfy Uncle Sam's sweet tooth. It is different with sugar that is made from beets. This vegetable grows best in the North Temperate Zone; and our country has such vast areas in which it would thrive that many people believe we shall, at some future time, produce all the sugar we use. There is a belt of beet sugar land about two hundred miles wide which extends from Delaware to Massachusetts, and runs irregularly across the United States, taking in lower New England and parts of New York, Pennsylvania, Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Minnesota, Nebraska, and North and South Dakota, and extends westward almost to the Rocky Mountains. At that point the belt drops and sweeps over a great part of Colorado, New Mexico, and Arizona; after which it widens and moves northward, including all of California and the most of Utah, Nevada, Idaho, Washington, and Oregon. Sugar beets can be grown elsewhere on our continent; but in this belt they produce so abundantly that, if the plants were set out over even a small part of it, we might be exporting sugar, rather than importing it.

We are already producing several hundred million pounds of beet sugar every year, and we have great factories where the juice of the beets is made into sugar. There are large tracts in Colorado, Michigan, California, Utah, Nebraska, and Wisconsin which are annually planted in sugar beets; and our beet farms are rapidly increasing in number and in size in many other parts of the belt.

There is no difference in the taste of beet sugar and of cane sugar; one is every bit as sweet and as good as the other. The juice of each plant contains similar crystals, and they are reduced to sugar in much the same way. Of the twelve million tons of sugar now sold in the world's markets, about seven millions come from

beets and five millions from cane. These beets are grown in lands which formerly imported cane sugar, and most abundantly in Germany, Russia, Austria, France, Belgium, and Holland. Germany produces more sugar than any other country, and its sugar is made altogether from beets.

The sugar beet is not unlike the common beet of our gardens. It is usually white, and the best varieties contain a great deal of juice, from which sugar is made. In raising beets, the ground must first be deeply plowed and well harrowed, and then laid off in rows about eighteen inches apart. The beets are planted from the seed, and some farmers have drills which drop several rows at one time. When the plants come up, they are thinned out so that they stand six or eight inches apart in the rows. They are well cultivated and are kept free from weeds, and within about five months after planting are ready to be made into sugar. Each beet should then be about eighteen inches long, four or five inches thick at the top, and should weigh a pound and a half. If the beets are of a good quality they should contain about fifteen per cent of sugar, so that seven or eight good-sized ones would yield one pound. Good land will often produce twelve tons of beets to the acre, and these, when run thru the mill, should yield almost two tons of sugar.

In preparing the beets for the mill, they are dug up and the leaves are cut off. They are then carried by little canals into washing machines, where, by revolving brushes, every particle of soil and dirt is removed. After this they go on into the slicers, to be cut into V-shaped pieces about the length and thickness of a slate pencil, called cossettes. The cossettes are dropped into the large iron tanks of the diffusion batteries, which are so arranged that the beets move about thru them from one tank to the other. Each tank is filled with warm water, and the machinery is so constructed that as the cossettes pass thru it, a part of the sugar in them goes out into the water. More and more is extracted in each tank and at the end of the process almost all the sugar has gone into the water, which is now a dirty liquid, almost as black as ink. The refuse or pulp is carried off by machinery into vats outside, where it is used for feeding stock.

The inky liquid contains all the beet juice, and, like that of the cane, it must be purified before being boiled down to sugar. It is first run into great tanks, kept hot by steam pipes. Lime is put in to precipitate the dirt, carbonic acid is introduced, and by various processes the water is made as clear as crystal. It is now ready for boiling. This is done in great tanks filled with steam pipes. As the liquid passes from one tank to the other, it grows thicker and thicker, turning first to a syrup and then to a mixture of sugar and molasses, like that we saw in our sugar cane mill. The molasses is removed just as in making cane sugar, and at the end we have the sweet white grains we use on our tables.

There is another sugar made in the northern part of the United States from the boiled-down sap of the maple tree. The amount of this sugar is not large, in comparison with that made from either cane or beets, being all together about twenty-five million pounds a year. More of this is produced in Vermont, New York, and Penn-

sylvania than anywhere else. Ohio makes some maple molasses, but it does not compare with those states in the production of sugar.

Maple Sugar

Our cane and beet sugars are harvested in the fall; the maple sugar season is in the early spring, when the sap begins to flow. At this time the sugar farmers bore holes in the trees, not far from the ground, and drive little spouts into them. In a short while the clear white sugar water flows out, drop by drop, and is caught in little buckets that are hung on the spouts. When the buckets are filled, which is perhaps once or twice a day, they are carried to the sugar-house and the contents is put in large kettles or vats to be boiled.

As the boiling goes on, the water grows thicker and thicker. It turns first to a light yellow, then darker; then it becomes a molasses, and finally a thick syrup. It is now poured off into moulds and left to harden into sugar. The molasses for table use is taken from the fire at an earlier period during the boiling and is put up in jugs or in bottles to be shipped to the markets.

Maple sugar making is often done while the snow is yet deep on the ground; and at such times the sugar water may be carried to the house in buckets, by men or boys upon snowshoes, or in great tubs or barrels, on sleds drawn by horses.

PRESENT STATUS OF AMERICAN SUGAR-BEET INDUSTRY

The American Sugar Beet Growers' Annual, recently published, estimates that \$23,250,000 have been paid to farmers of the United States for sugar beets grown this year. The sums paid in the states growing most beets are thus given: Colorado, \$7,500,000; Michigan, \$5,000,000; California, \$4,500,000; Utah, \$2,500,000; Idaho, \$1,300,000; Kansas, \$650,000; Montana, \$450,000.

Altho the total sum received this year by the growers seems quite large, the culture of sugar beets is an "infant industry." Last year the United States consumed 3,442,000 tons of sugar. Of that amount 388,000 tons were made from cane grown in Louisiana and Texas, 463,000 tons from beet sugar grown in this country, and 656,000 tons from our island possessions. The remainder of 1,935,000 tons was imported from Cuba and other countries.

In other words, we paid about \$100,000,000 to foreign growers for their sugar, while our American beet sugar growers received about \$22,000,000.

To satisfy Uncle Sam's nephews and nieces requires an annual average for each of nearly eighty-two pounds. The demand for sugar in this country increases faster than the demand for any other agricultural product, virtually doubling every twenty years. That is much in excess of the percentage of increase in population. It is pointed out that the increase in population is in small measure responsible for the increased consumption of sugar; that this increase is mainly due to the increasing wealth of the nation and the ability to gratify a fondness for luxuries.

Why the United States, irrespective of its insular possessions, should grow less than one-fourth of the sugar it consumes is a question for serious consideration. The experiments of the Department of Agriculture and of individuals have demonstrated that we have millions of acres of land now adapted to sugar beet cul-

ture, while a still greater amount of available land is to be found in the semi-arid region of the West, soon to be irrigated.

The sugar beet has become one of Germany's great sources of wealth. In 1747 one of her chemists discovered the sugar value of the beet, but not until 1799 was a factory established to extract the sugar from the vegetable. In 1803 Russia established its first beet sugar factory, and France in 1811. Today there are 365 factories in Germany, producing annually 2,135,000 tons of sugar from 14,840,000 tons of beets, grown on 1,117,226 acres of land.

The first beet sugar factory in the United States was built at Northampton, Mass., in 1838, but its processes were so crude that it proved a failure. The same is to be said of the second factory, built in Chatsworth, Ill., in 1863.

The first plant which successfully extracted sugar from American grown beets was established in Alvarado, Cal., in 1869, and it is in operation still. Other small mills were started at various places and proved fairly profitable, but it was not until 1890 that the sugar beet industry became important. Since then its growth has been remarkable, the present factories in this country having a combined daily capacity of 48,800 tons of beets, the sugar output being about 11½ per cent of the weight of the beets. The ordinary run of a sugar factory is 100 days. Therefore our plants today have an annual capacity of 4,880,000 tons of beets and 561,200 tons of sugar.

GOOD ADVICE

At the punch-bowl's brink,
Let the thirsty think
What they say in Japan:
First, the man takes a drink,
Then, the drink takes a drink,
Then, the drink takes the man.

—Selected.

Trade schools are to be organized in the state of New York as part of the public school system. A circular issued by the Trade School division of the state department of education thus explains the plan:

1. The point of this movement is the training of workmen in craftsmanship.

2. It looks to the organization of two classes of schools; (a) factory schools, which train for work in factories where there are many employes who work with much machinery; and (b) trades schools, which train for the constructive trades, in which the work is essentially individual, and independent of machines.

3. The new schools are to be a part of the school system, be subject to its management and articulate with its other parts, but their work is not to be mingled and confused with the work of other schools. They are to occupy rooms, have courses of work, and teachers, of their own.

4. The state will make an allotment of \$500 to the board of education for each of said schools, with not less than 25 pupils, maintained for a minimum period of 40 weeks in one school year, and an additional \$200 for each teacher, after the first, employed in such school for the same period; but only when the requirements of the educational department as to rooms, equipment, and qualifications of teachers are complied with.

Massachusetts has a playground law which authorizes every city and town in the commonwealth having a population of more than 10,000 to provide and maintain at least one public playground after the first day of July, 1910, conveniently located and of suitable size and equipment for the recreation and physical education of minors of such city or town, and at least one other playground for every additional 20,000 of its population.

School Entertainment

FOR FRIDAY AFTERNOON

MARCH DAYS

The sun shone warm and the south wind blew
Till ice and snow were gone;
The streamlets, loosed from winter's thrall,
Went gaily babbling on.
The bluebird sang in the city park,
In joy of a nest begun,
And the goldfish wriggled their little tails
And darted up at the sun.
The squirrel chattered, and leaped, and frisked,
All over the leafless boughs,
And out of his door the nut-shells whisked
By way of cleaning house.
The peach-tree, eager and bold, with pride
Hurried her blossoms out,
And a frisky frog, up from the bog,
Piped loud, as he looked about.

Then the Winter King with a sudden bound
Came back from the North, and whirled
Thick clouds of snowflakes all around,
Enshrouding the goldfish world.
Every bush and bough he loaded with snow,
Heaped full the unfinished nest,
While the bluebird hid in the squirrel's home,
A silent but welcome guest.
He ate of the crumbs his friend let fall,
And they tasted sweet and good;
While the frog, asleep in the muddy deep,
Cared neither for warmth nor food.
But woe to the peach-tree's eager haste,
And woe for her blossoms fair,
When they felt the touch of the biting frost
And the chill of the wintry air!
Mary A. Gillette, in St. Nicholas.

A DISCONTENTED SPARROW

A songless brown sparrow sat chirping to me,
Dismally chirping, for things went wrong:
"I might just as well be a mouse!" quote he.
"What's the use of my wings, with never a song?"
But he chanced to see pussy ready to spring,
And this songless brown sparrow flew quickly away:
"Oh, I'm glad I can fly, if I can not sing!"
So ran his glad chirping the rest of the day.
—Youth's Companion.

KILLING THE BIRDS

I used to kill birds in my boyhood,
Bluebirds and robins and wrens,
I hunted them up in the mountains,
I hunted them down in the glens.
I never thought it was sinful—
I did it only for fun—
And I had rare sport in the forest
With the poor little birds and my gun.
But one beautiful day in the spring-time
I spied a brown bird in a tree,
Merrily swinging and chirping,
As happy as bird could be,
And raising my gun in a twinkling,
I fired, and my aim was too true,
For a moment the little thing fluttered,
Then off to the bushes it flew.
I followed it quickly and softly,
And there to my sorrow I found,
Right close to its nest full of young ones,
The little bird dead on the ground!

Poor birdies! For food they were calling;
But now could never be fed,
For the kind mother-bird who had loved them
Was lying there bleeding and dead.

I picked up the bird in my anguish,
I stroked the wee motherly thing
That could never more feed its dear young ones,
Nor dart through the air on swift wing.
And I made a firm vow in that moment,
When my heart with such sorrow was stirred,
That never again in my lifetime
Would I shoot a poor innocent bird!
—Boyce's Monthly.

LITTLE BIRD BLUE

Little Bird Blue, come sing us your song;
The cold winter weather has lasted so long,
We're tired of skates and we're tired of sleds,
We're tired of snow-banks as high as our heads;
Now we're watching for you,
Little Bird Blue.

Soon as you sing, then the springtime will come,
The robins will call and the honey-bees hum,
And the dear little pussies, so cunning and gray,
Will sit in the willow-trees over the way;
So hurry, please do,
Little Bird Blue!

We're longing to hunt in the woods, for we know
Just where the spring-beauties and liverwort grow;
We're sure they will peep when they hear your first song.
But why are you keeping us waiting so long,
All waiting for you,
Little Bird Blue?

—Youth's Companion.

GAMES FROM OLD ENGLISH PLAYS

Laura Rountree Smith, Platteville, Wis.
(Book Rights Reserved)

GAME OF THE ROSE GARDEN

The persons who play this game represent a Gardner, a Brownie, Moss Rose, Violet, Mignonette, Geranium, Aster, Heliotrope.

Gardner: Dear me, how dry you are, my poor flowers.
I have no time to water you, I must go away today.
Come and lock the garden gate, Rose, and be sure to
let no one come in while I am gone.

(Rose locks the gate, the Gardner goes away, Brownie knocks).

Rose: Who knocks outside?

Brownie: I am a little Brownie, let me in, please.

Rose: I cannot let you in.

Brownie: Why can't you let me in?

Violet: We cannot unlock the gate.

Brownie: I can climb over the gate.

Mignonette: You must not climb over the gate.

Brownie: Why wont you let me climb over the gate?

Geranium: There is fresh paint on the gate.

Brownie: You must let me in, I am so thirsty!

Aster: We have no water to drink; we are thirsty too.

Heliotrope: I will let you in and give you a drop of honey.

(Heliotrope lets Brownie in).

Brownie: Ho! ho! Moss Rose, you are the sweetest flower in the garden; come with me!

(Exit Moss Rose and Brownie).

Re-enter Gardner: I want a little bunch of roses for a wreath I am making. Where is my Moss Rose?

Aster: Perhaps the sun withered her:

Violet: Perhaps Moss Rose is hiding.

Gardner: Some one has taken my Moss Rose. I will go and look for her at once. Lock the gate, Violet, and be sure to let no one in, until I return.

(Violet locks gate, exit gardner)

(Brownie knocks).

Brownie: Why can't you let me in?

Violet: We cannot unlock the gate.
 Brownie: I can climb over the gate.
 Mignonette: You must not climb over the gate.
 Brownie: Why won't you let me climb over the gate?
 Geranium: There is fresh paint on the gate.
 Brownie: You must let me in, I am so thirsty, too.
 Aster: We have no water to drink, we are thirsty, too.
 Heliotrope: I will let you in, and give you a drop of honey.
 (Enter Brownie).
 Brownie: Ho! ho! Violet, you are the sweetest flower in the garden; come with me.
 (Exit Brownie and Violet).
 (The game proceeds with the little dialog, omitting the sentences said by the flowers that have gone, until

at last only Heliotrope is left. The Gardner calls for the missing flower each time he comes).

Heliotrope: I hear you knocking again, you naughty Brownie. I will not let you in this time, you have taken so many flowers, the Gardner is quite sad.

Brownie: Come and visit me some day, Heliotrope.

Heliotrope: That is just what I intend to do.

(Exit Brownie, re-enter gardner).

Gardner: Where are my pretty flowers?

Heliotrope: The Brownie took them all away.

Gardner: Where does the Brownie live.

Heliotrope: He lives under a pumpkin vine.

Gardner: We will go and see the Brownie at once.

(Gardner and Heliotrope go to see the Brownie).

Brownie: Who comes here?

(Continued on page 320.)

March Wind.

L. ROUNTREE SMITH.

CHURCHILL—GRINDELL.
 Authors and Publishers of Children's Songs.

1. Hear the mer - ry March wind blow - ing, All night long; As he trav - els o - ver land and
 2. Hear the mer - ry March wind call - ing, Oo-o oo-oo o-oo; Say-ing, Spring has come, and, Pus - sy

Rit. *Temp.*
 sea, He sings this song:... I send the } ships a-cross the sea, Blow, blow! And scat-ter
 Wil-low, x You must grow.... I send the }

Rit. *Temp.*
 snow - flakes mer - ri - ly, Blow, blow! And I turn the mill-wheels round, With a

pleas - ant whir - ring sound, Un - til the mil - ler's flour is ground, Blow, blow!

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Number and Arithmetic

ORAL SUPPLEMENTARY ARITHMETIC

(All rights reserved.)

Miss Laura Newhouse, Willard School, Chicago.

1. If a gallon of oil costs 60 cents what will $\frac{1}{5}$ of a gallon cost?
2. There were 15 birds on a tree and $\frac{1}{5}$ of them flew away. How many flew away?
3. A man had 35 barrels of apples and sold $\frac{1}{5}$ of them. How many barrels did he sell?
4. Lucy had 20 cats but $\frac{1}{5}$ of them died. How many cats died?
5. Jack is 25 years old and has lived in Chicago $\frac{1}{5}$ of the time. How long has he lived in Chicago?
6. If my book costs 55 cents and yours costs $\frac{1}{5}$ as much, how much did your book cost?
7. A hen had 10 chickens and a hawk caught $\frac{1}{5}$ of them. How many did the hawk catch?
8. A flock of 40 geese were resting on a barn and a hunter shot $\frac{1}{5}$ of them. How many did the hunter shoot?
9. A farmer took 35 bushels of potatoes to town and sold only $\frac{1}{5}$ of them. How many did he sell?
10. A farmer paid \$60 for seed and $\frac{1}{5}$ as much for a plow. How much was the plow?
11. A flag pole was 25 feet high and $\frac{1}{5}$ of it broke off. How many feet broke off?
12. In one field there are 45 sheep and in another there are $\frac{1}{5}$ as many. How many are there in the second field?
13. A man bought 50 horses and sold $\frac{1}{5}$ of them. How many did he sell?
14. A father gave 60 cents to his boy and $\frac{1}{5}$ as much to his little girl. How much did the girl get?
15. Mr. Blank can build a boat in 60 days, but Mr. Jones can build it in $\frac{1}{5}$ as long. How long would it take Mr. Jones to build the boat?
1. A well is 45 feet deep and is $\frac{2}{5}$ full of water. How many feet of water are there in the well?
2. Charles earns \$10 a week. How much does he earn in $\frac{4}{5}$ of a week?
3. A man earns \$60 a month and spends $\frac{3}{5}$ of it for rent. How much is his rent?
4. If roses sell for \$15 a dozen, how much will $\frac{3}{5}$ of a dozen sell for?
5. A farmer had 30 sheep and $\frac{3}{5}$ as many horses. How many horses did he have?
6. James jumped 10 feet and George jumped $\frac{3}{5}$ as far. How many feet did George jump?
7. Frank had 20 rabbits and put $\frac{3}{5}$ of them in a cage. How many did he put in a cage?
8. A lady has 10 children and $\frac{4}{5}$ of them are boys. How many boys has she?
9. John paid 25 cents for a ball and $\frac{2}{5}$ as much for a whistle. How much was the whistle?

Catholic Text Books

AND SCHOOL FURNITURE AT FACTORY PRICES

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10. If there are 35 seats in one room and $\frac{3}{5}$ as many in another, how many seats are there in the second room?

11. Willie saw 15 ducks in a pond but $\frac{2}{5}$ of them swam away. How many ducks swam away?

12. A cat caught 20 rats one day and $\frac{2}{5}$ as many the next. How many did she catch the second day?

13. Robert made 40 marks and his sister made $\frac{3}{5}$ as many. How many did his sister make?

14. Annie walked $\frac{3}{5}$ of 30 blocks every day. How many blocks did she walk?

15. My room is 45 feet long and $\frac{4}{5}$ as wide. How wide is it?

1. Mary picked 15 roses and Ruth 20. How many did they pick together? What part of all did Mary pick? What part did Ruth pick?

2. In an orchard there are 45 trees and 25 of them are apple trees. What part of the trees are apple trees?

3. John had 25 cents and spent 10. What part of his money did he spend?

4. Mr. Smith planted 30 trees but 25 of them died. What part of the trees died?

5. Of 50 words in spelling George had 45 right. What part of the words were right?

6. Lucy made 15 snow birds but 10 of them melted. What part of the birds melted?

7. Billy was playing tag with 10 boys and caught 5. What part of the boys did he catch?

8. A fisherman caught 35 fish and sold 15. What part of the fish did he sell?

9. Ruth had a set of dishes of 40 pieces. She broke 25 of them. What part of the dishes did she break?

10. James had read 20 of the 25 books on a shelf in the case. What part of the books had he read?

11. In Henry's bag there were 55 marbles of which 30 were blue. What part of the marbles were blue?

12. In a basket there were 30 pieces of fruit of which 5 were oranges. What part were oranges?

13. A grocer had 60 bushels of potatoes and sold 45 bushels. What part of his potatoes did he sell?

14. Dan had 35 pencils and sharpened 15 of them. What part of his pencils did he sharpen?

15. On a bunch of grapes Helen counted 45. If she ate 30 of them, what part of the grapes did she eat?

16. A man had 60 sheep in a field and sold 55 of them. What part of the sheep did he sell?

17. A grocer had a barrel holding 45 pounds of sugar. The barrel broke and 30 pounds ran out. What part of the barrel ran out?

18. If a lady bought 5 dozen eggs and used 25 of them, what part of the eggs did she use?

Games from Old English Plays

(Continued from page 318.)

Gardner: I am an old man, please let me in.

Brownie: I smell a breath of Heliotrope, I will let the old man in.

(Enter Gardner and Heliotrope).

Brownie: Do you want to see my flowers, I have planted them up-side-down.

(Brownie leads them to a screen where children are concealed, the children lift up their hands, on which are shoes and stockings, they do not let their heads show).

Gardner: I smell my Moss Rose. (Rose comes out).

Gardner: I smell my Violet. (Violet comes out).

(All the flowers come out as the Gardner names them.

Brownie: Run along home with the gardner, I will come to your garden again some day. (Exit all).

Brownie skips about, or sings any little song.

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Catholic School Journal—March

The Vacuum Cleaning System for Schools



St. John's Cathedral Institute, Milwaukee, Wis. The new School and Auditorium Section, shown in the center of the picture and extending through the block, 230 feet, is equipped throughout with the Aero (trade mark) Vacuum Cleaning System, having special Schoolhouse Cleaning Apparatus.

WHILE VACUUM CLEANING has for years been a positive, proven success so far as carpeted areas, textile upholstery, draperies, bedding, clothing and other dust-catching fabrics are concerned, bare floors in general and schoolroom floors, with their multitudes of desk legs, in particular, presented a problem that has required much study and costly experimentation for its proper solution.

Until very recently the suppression and removal of the daily dust accumulations constituted the one unsolved problem in schoolhouse sanitation.

ST. JOHN'S CATHEDRAL
MILWAUKEE, WIS.

THE VERY REV. JAMES J. KROGH
PASTOR

September 30 1908

American Air Cleaning Co.,
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Adverting to your inquiry concerning our opinion of the "Aero" Vacuum Cleaning System installed by you in the School Section of St. John's Cathedral Institute

The vital importance of preventing the accumulation of dust in schoolrooms, while well understood by physicians and by many school authorities and teachers, is not fully appreciated by the public generally as it should be.

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We are much pleased with the installation and recommend the system particularly for adoption in all schools and places of assembly

Yours truly, *James J. Krogh*

This vital problem is now solved by the addition to our otherwise complete vacuum cleaning systems of a new series of suction sweepers, designed and built especially for sweeping bare floors, and having special sizes and special attachments for use in cleaning schoolrooms.

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No. 38. FUTURE—The Past has no right to a place in this company of living, active and enlightened spirits. When we wish to learn anything from her, we can read about her in books. Let her depart to seek the society of boastful History and dim, vague memory. The Present pays a certain sort of homage to the Past, but the Future ignores her.

(Enter Free Press, Courage and Piety.)

No. 39. PRESENT—It is well; let the Past depart to the world of shadows, but let War go with her. Science will continue to build great battleships and to manufacture mighty guns, but War shall not be here to use them. They will serve their purpose in idleness—they will keep the nation in such deadly fear of each other that none will dare to summon War into active service.

No. 40. FUTURE—If you are so anxious to preserve peace, you had better put some sort of restriction on your Free Press, and force it to keep within the bounds of decency. License is not freedom. When it comes my turn to reign, I shall reform, not only Wall Street and the Insurance Companies, but the Free Press.

No. 41. —FREE PRESS—You do the Press an injustice. Have not my vivid accounts of the horrors of war, in Cuba, and in the Philippines, and in Manchuria, turned the hearts of Americans toward Peace? I do not deny that I have at times provoked and furthered a just war, but I am ever and always the friend of Peace. It is not just to judge the Press by the worst among its representatives. Remember—the Press has been the principal agent at work in the evolution of Arbitration. When War dies, it will be at the hand of some gifted journalist, and a newspaper reporter will crown perpetual, earthly Peace.—(To be continued in our Next Issue).



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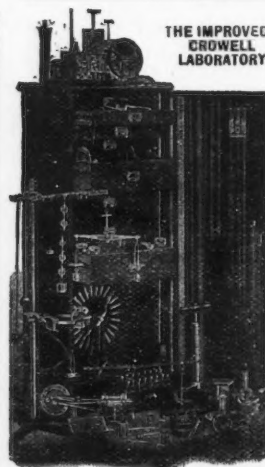
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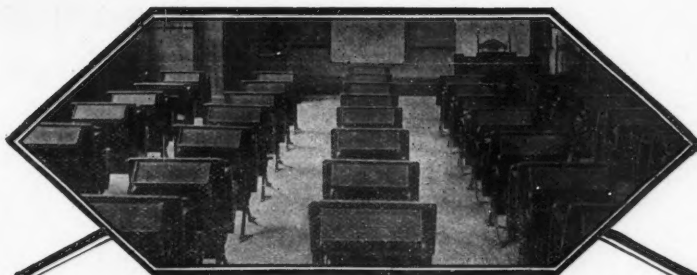
ROOSEVELT NOW THE ONLY EX-PRESIDENT—HE RECENTLY VISITED A CATHOLIC SCHOOL.

Theodore Roosevelt who this month leaves the office of chief executive of the United States, immediately acquires the new distinction of being the only living ex-president. During his two terms in office Roosevelt has shown himself absolutely free from prejudice towards race or creed. He has been quick



to recognize merit and good effort in all quarters. It is said that when the projectors of the recent dependent child congress, held in Washington, first approached President Roosevelt for his indorsement, that he looked over the tentative programme and said: "I do not see Roman Catholic names on this list. Where is Tom Mulry of New York? No one knows more about this affair than he. If you get Catholics on this list I will stand for it, and not otherwise." The revised list indicated the effect of this utterance, and the Catholic attendance was large and the outcome, voiced in formal resolutions, very satisfactory to the Catholic point of view as to the primacy of the home.

One afternoon during the past month President Roosevelt put aside his executive duties



Abate the Dust Evil

It has been proven beyond a shadow of doubt that many diseases of school children can be traced directly to the dusty condition of schoolroom floors. Dust carries the germs of disease. The constant change of classes and the ever moving feet of the pupils cause the dust to rise from the floor and circulate through the air. Proper ventilation aids materially in getting rid of dust, but so long as the floors remain dry and untreated the danger will still exist.

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The Catholic School Journal

long enough to pay a promised visit to Holy Cross academy, Washington. He was surprised to find awaiting him a reception and exercises arranged in his honor. He was addressed in verse by Miss Lillian Hill of Montgomery, a student, with a poem, "Our President," and was entertained by musical selections on harp, piano and violin. The president shook hands with each of the students and made a brief address, saying in part:

"More important than the work being done by our public men is that being performed today by the men and women in our educational institutions in training our boys and girls who will be the men and women of tomorrow."

As previously announced Mr. Roosevelt and family will leave early this month for an extended trip abroad, concluding same with a hunting expedition of several months' duration in Africa. Mr. and Mrs. Roosevelt will arrive in Naples about the end of March for a stay of eleven days. It is expected that they will go to Rome to visit the Pope and the King of Italy. The Holy Father has expressed an eager desire to meet the president. Arrangements are being made for a visit to the earthquake zone by Mr. Roosevelt.

A NORMAL SCHOOL FOR NUNS.

One of the interesting developments of Catholic education is the rumored foundation of a normal school for Catholic nuns, now under discussion by the authorities of the Catholic University at Washington.

This project has been brought before the board of archbishops for several years at every annual meeting. The prelates have been overwhelmed with other business, and so far no decision has been announced. It is known that when the archbishops meet in Washington in April next the plan will again be laid before them with so many urgent pleas for its consideration that the foundation is expected within the next year.

The normal school for training nuns has been suggested because the demand for such training has become universal and the papal institution is the proper channel by which to supply such needs.

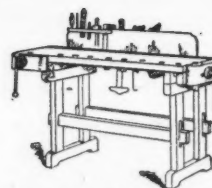


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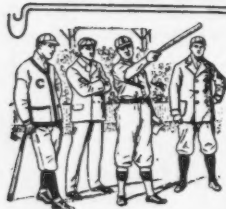
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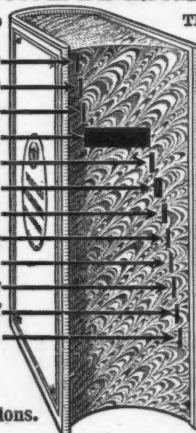
What is the Flag of the Australian Commonwealth?
Why are there few Dialects in the U. S.?
How many variations of sound has the letter A?
What is a Telephone?
Who was Enoch Arden?
Is Hongkong a city?
When did Bismarck die?
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CATHOLIC STUDENTS MEET.

The first annual convention of the Catholic Students' Association of America closed recently at Iowa City, Ia., with a brilliant banquet. The next meeting place will be Madison, Wis. The executive council will give the time of the 1910 convention later. The association planned large work for the coming year. An effort will be made to organize clubs in as many of the larger non-sectarian educational institutions of the United States as can possibly be reached in 1909-1910.

The association adopted resolutions commending the Newman society of Iowa City for inducing the university to allow credits for religious courses at S. U. I., and recommended that the societies at other univer-

sities seek to induce their respective institutions to allow similar credits for work done in religious courses. It was decided to issue a bulletin before the close of the semester, and at the opening of the coming school year to disseminate information throughout the United States, for the benefit of all members.

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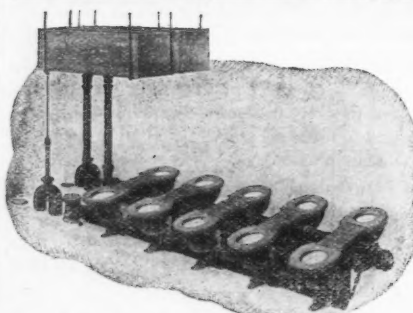
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Assemblyman Domachowski of Milwaukee has introduced a joint resolution in the Wisconsin legislature providing for the submission to the voters of the state a constitutional amendment authorizing state aid to parochial schools.

Catholics of California are rejoicing over the defeat of the free text book bill, which after a hard fight, went down finally in the state senate by a vote of 21 to 19.

The Catholics of North Dakota are up in arms against the text book on the history of pedagogy used by the state normal school in the state.

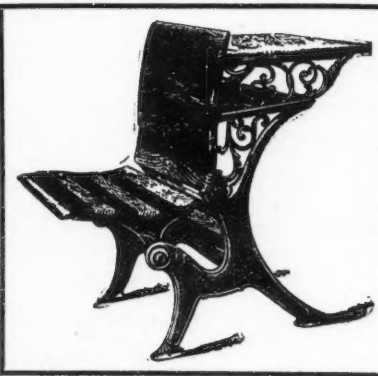
Brother Basil, C. S. C., of Notre Dame University, died suddenly in the night of February 12.

He was engaged in the department of music of that institution for fifty-six years, and organist in the university church for over fifty years.

The United States Commissioner of Education has made his annual report. Some of the statistics given therein make very interesting reading. It presents a resume of the educational field for the year 1906-7.

In all the schools, public and private, in this country in that year, there were nearly 19,000,000 students. About 20 per cent of the total population attended the common schools. There was a notable increase of attendance at high schools.

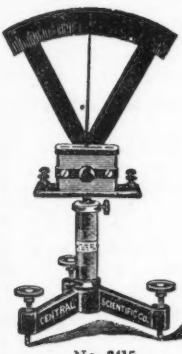
Of the 475,000 teachers in public schools only 22½ per cent were men. The number



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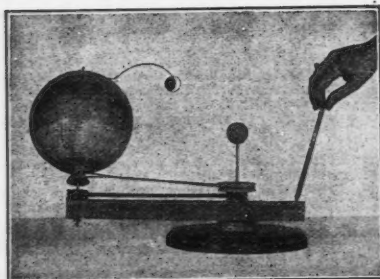
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of male teachers is, absolutely and relatively, steadily declining.

The total expenditure for the common schools was more than \$330,000,000 and for all the schools was \$442,000,000. The salaries of most teachers are not in proportion to the value of the services they render.

Industrial education is pushing its way to the front. There has been a general movement towards standardizing educational courses, especially in the higher classes, so that the worth of a degree could be gauged and the advantages of a uniform system of grading could be universally enjoyed.

The Canadian government commission on scholarships at Ottawa, Canada, has just issued orders advancing the salaries of the Christian Brothers \$250 a year, each brother director to receive \$600. The Grey Nuns, who have been receiving \$200 a year, will receive \$225 and next year \$250. As a result of the commission's decision many thousands of dollars extra will go to the Catholic schools of Canada next year.

Ground was recently broken for the new Christian Brothers college, at Kansas City, Mo. The estimated cost of the structure is \$60,000, of which amount over half is on hand. The plans of the building are drawn on classic lines. They provide for a structure 140x66 feet, three stories in height. The basement will be fitted up as a gymnasium, the first and second floors as class rooms and the third as the living quarters for the brothers who will compose the faculty. Facilities will be provided for 450 pupils. It is expected many non-Catholics will take advantage of its curriculum, which will embrace three courses, literary, scientific and commercial.

Master Francis Fitzgerald, a 4 year old boy from Dublin, whose grandmother, Mrs. Fitzgerald, the widow of a wealthy South African mine owner, offered the Pope for his jubilee fifty chalices, fifty ostensoriums and fifty pyxes of silver. The Pope greatly appreciated the gift, and gave a photograph to the small donor, on which he wrote: "An old man grateful to a very young boy for a very large gift. Plus X."

The Polish Catholics have started a movement to build a Polish university at Chicago. The new university will be an evolution and enlargement of St. Stanislaus' College, Chicago, conducted by the Resurrectionist Fathers. A site has been secured at Belmont and Milwaukee avenues and \$500,000 will be put into buildings in the course of the next few years.

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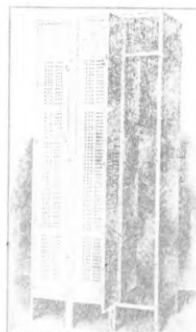
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